**2006–07 Accountability**
**Progress Reporting System**

# 2007 Growth
# Academic Performance
# Index Report

# Information Guide

**August 2007**

**Prepared by the**

**California Department of Education**

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# Preface

The 2007 Growth Academic Performance Index (API) reports will be released to the public on August 31, 2007, on the California Department of Education (CDE) Web site at **http://www.cde.ca.gov/apr/**.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their academic accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The guide explains the background and calculation of the 2007 Growth API reports.

The API results are part of the 2006–07 Accountability Progress Reporting (APR) system that reports both state and federal accountability results. The 2006–07 APR system includes the 2006 Base Academic Performance Index (API) Report, released in March 2007, and the 2007 Growth API Report, 2007 AYP Report, and 2007–08 Program Improvement (PI) Report, all of which are released in August 2007.

For API reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under state definitions but must meet requirements and timelines that apply to schools for API and AYP purposes.)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. This guide should be used in conjunction with the academic accountability information provided on the CDE Web site shown at the address noted in the box at the top of this page.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes what is new in the 2007 Growth API Report. This section is aimed at readers who are generally familiar with API calculation and reports and need to know only the latest news about the API.

- The second part covers **Background Information** that provides more specific information about the calculation and requirements of the API and types of Growth API information produced. This section is aimed at readers who are unfamiliar with the basic method of API calculation and reporting.

The **Appendixes** are provided at the end of the guide to describe technical details about the 2007 Growth API Report. The appendixes include a listing of CDE contacts and Internet sites as well as a glossary of terms and acronyms.

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# New Information

**Highlights of the 2007 Growth API Reports**

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# Highlights of the 2007 Growth API Reports

California's 2007 Growth Academic Performance Index (API) reports are to be posted on the California Department of Education (CDE) Web site on August 31, 2007, at http://www.cde.ca.gov/apr/. The reports are the second of two reports that show whether schools meet accountability requirements of the Public Schools Accountability Act (PSAA) of 1999. The 2006 Base API reports, released in March 2007, are the first, and the 2007 Growth API reports are the second reports included in the Accountability Progress Reporting (APR) system for 2006–07.

## 2007 Growth Calculation Same as 2006 Base

The 2007 Growth API reports are calculated using the same basic methodology and test weights as used for the 2006 Base API reports. The Growth API reports are based on statewide testing in 2007, regardless of whether or not school districts are making changes in demographic data through the test publisher. LEAs have the opportunity to make changes within the annual data review process during August through October. For more information on the data review and correction process, contact the Academic Accountability Unit (AAU) at aau@cde.ca.gov or (916) 319-0863.

The reports include methodological changes to the API calculation that began with the 2006 Base API:

- The growth target for both a school and for each numerically significant sub-group at the school is five percent of the difference between the Base API and 800.

- The minimum growth target is five points until the school or subgroup API approaches 800. A school or subgroup with a Base API of between 796 and 799 has the following targets:
  - API of 796 – a gain of four points
  - API of 797 – a gain of three points
  - API of 798 – a gain of two points
  - API of 799 – a gain of one point

- The California Science Standards Test (CST in science), grade eight, is included in the API with a test weight of 0.20, and the California Life Science Standards Test (CST in life science), grade ten, is included with a test weight of 0.10.

- The test weight for the end-of-course CSTs in science, grades nine through eleven, is 0.22. The test weight for the California History-Social Science Standards Tests (CSTs in HSS), grades nine through eleven, is 0.23.

- The assignment of 200 policy for the CSTs in mathematics, grades eight through eleven, continues but with a lower test weight of 0.10, and the assignment of 200 policy for the CSTs in science, grades nine through eleven, continues but with a lower test weight of 0.05.

The test weights for all tests used in the API are shown on page 19.

# CAHSEE: July Passers

Beginning with the 2007 Growth API, students exiting grade twelve, who take and pass the California High School Exit Examination (CAHSEE) given in the previous July, will be included in API calculations. In other words, a grade twelve student who passed the CAHSEE in July 2006 is not counted in the 2006 Base API but is counted in the 2007 Growth API.

# 85 Percent Rule Change

Current *California Code of Regulations*, Title 5, specify that an API shall be considered invalid if the percentage of test takers in grades two through eleven in a content area is less than 85 percent. (This rule is described in more detail in "Valid API Criteria" on page 69.) Beginning with the 2006 Base API, the 85 percent rule no longer applies to the California World History Standards Test (CST in world history) because it became an end-of-course examination with the spring 2007 test administration. This test previously was administered in grade ten only. The 85 percent rule will continue to apply to the other grade specific CSTs in HSS in grades eight and eleven.

# Future Accountability Issues

## 2007 Base API

The State Board of Education (SBE) is responsible for determining the indicators and methodology for each year's API reporting cycle, which begins with the Base API Report. (The 2007 Base and 2008 Growth API Reports will make up the 2007–08 reporting cycle.) The 2007 Base API reports are scheduled to be reported in March 2008. **No changes are anticipated at this time to these reports.**

## Future APIs

### Possible Tests to be Added to the API

The Public Schools Accountability Act (PSAA) of 1999 requires that student scores from various statewide assessments, when found to be valid and reliable, shall be incorporated into the API. Certain statewide assessments that are currently under development may be added to the API in the future. It is unclear at this time, however, when those assessments may be considered for incorporation into the API. The PSAA law requires that test results constitute at least 60 percent of the API. Currently, test results constitute 100 percent of the API.

### Other Possible Indicators to be Added to the API

The PSAA requires that the API should consist of a variety of indicators, including graduation rates. Assembly Bill 2167 (Chapter 743 of 2006) was enacted in September 2006 and establishes the specific calculation for graduation rates to be added to the API. Several other bills have been introduced in the state legislature that propose adding new indicators to the API such as graduation rates, college entry readiness, and career readiness within a specified time frame. One or more of these proposed bills, if enacted, may affect the calculation of APIs in the future.

### Future Policy Issues Related to the API

The SBE may consider revising API test weights in the future, particularly in the areas of mathematics and science. The SBE also is committed to revisit the assignment of 200 policy in one to two years.

# API Targets Increase for 2008 AYP

The API is used in meeting state requirements under the PSAA and federal AYP requirements under the No Child Left Behind (NCLB) Act of 2001. The AYP targets, including API targets for the AYP, do not change for the 2007 AYP. The 2007 AYP target requirements for the API is a 2007 Growth API of at least 590 or growth in the API of at least one point from 2006 to 2007. The targets for the 2008 AYP, however, will increase. The 2008 AYP target for the API will be a 2008 Growth API of at least 620 or growth in the API of at least one point from 2007 to 2008. (All AYP targets for 2002 through 2014 are shown on the CDE Web site at http://www.cde.ca.gov/ayp/.)

# Accountability Reporting Timeline

**August 2007**　　The data review process for local educational agencies (LEAs) to examine California High School Exit Examination (CAHSEE) data. LEAs can make changes to demographic data during August and October.

The 2007 Growth Academic Performance Index (API), 2007 Adequate Yearly Progress (AYP), and 2007–08 Program Improvement (PI) reports are posted on the Accountability Progress Reporting (APR) system Web site at http://www.cde.ca.gov/apr/.

**September 2007**　　The data review process for LEAs to examine Standardized Testing and Reporting (STAR) Program data. LEAs have the opportunity to make changes to demographic data through the test publisher through the end of October. For more information on the data review and correction process, contact the Academic Accountability Unit (AAU) at (916) 319-0863 or by e-mail at aau@cde.ca.gov.

School Accountability Report Card (SARC) template with data is provided to school districts.

The appeals deadline of the 2007 AYP results is September 17.

**October 2007**　　LEAs to notify AAU if they will have STAR Program or CAHSEE demographic data changes through the test publisher.

Revised 2007 Growth API, 2007 AYP, and 2007–08 PI reports to be updated to incorporate STAR Program data changes for late-testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and California Alternate Performance Assessment (CAPA) reallocations related to the 1.0 percent cap for LEAs.

LEAs to notify test publisher if they have STAR Program or CAHSEE demographic data changes.

**November 2007**　　Evaluators' meeting scheduled for school district and county office of education staff.

**February 2008**　　Final 2007 Growth API, 2007 AYP, and 2007–08 PI reports to be posted on the APR system Web site. These reports will reflect final data corrections made through the test publisher.

**March 2008**　　2007 Base API reports to be posted on the APR system Web site at http://www.cde.ca.gov/apr/.

**May 2008**　　Evaluators' meeting scheduled for school district and county office of education staff.

# Background Information

What is the API?

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What Are API Targets?

What Is Growth in the API?

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# What is the API?

The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or local educational agency's (LEA's) performance level, based on the results of statewide testing. The 2006 Base reports reflect results of statewide testing in 2006, and the 2007 Growth reports reflect results of statewide testing in 2007.

The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations, which is now under the Alternative Schools Accountability Model (ASAM). Other programs that relate to the API also have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how much it is moving toward or past that goal. A school's Base API is subtracted from the next year's Growth API to determine how much the school grew in a year.

## Measuring Annual Improvement: Stability and Change

Under state law, the API has two major purposes:

- ■ To measure the growth of school performance from one year to the next, and
- ■ To rank schools on an annual basis.

At first glance, the calculation of growth is a simple matter. Growth in the API is the increase from one year's API to the next year's API. This process, however, is complicated by the phase-in of new assessments. To address this complication, growth in the API is calculated on the basis of common assessments for the Base API and Growth API within a reporting cycle. New assessments or indicators are added at the beginning of a new reporting cycle. (See also "API Reporting Cycles" on page 12.)

School API rankings, which include a statewide rank and a similar schools rank, are calculated from the Base API. These rankings are computed from results of all available assessments used in the API, including new ones. The Base API, including all new indicators, becomes the baseline against which to compare the next year's Growth API.

# Difference Between Base API and Growth API

The Base API, released in March, includes statewide results of continuing state assessments and any new assessments added to the API at the beginning of a reporting cycle. For example, the 2006 Base API (released in March 2007) was calculated from 2006 statewide test results. It included continuing assessment results and added results of two new assessments, the CST in science, grade eight, and the CST in life science, grade ten. The 2006 Base API also changed the criteria for schools and subgroups to meet their growth targets.

The Base API serves as the baseline for comparisons with the Growth API. The Growth API, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but is calculated from test results of the following year. The Growth API determines whether schools met their API growth targets. For example, the 2007 Growth API, to be released in August 2007, is calculated from results of spring 2007 statewide test results. It is calculated using the same criteria and assessments as the Base API, including results of the two new assessments, but is calculated from 2007 statewide test results. The 2006 Base API is subtracted from the 2007 Growth API to produce the 2006–07 API growth.

The Base API Report includes the Base API, growth targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether targets were met.

| 2006 Base API Report<br>(release March 2007) | 2007 Growth API Report<br>(release August 2007) |
|---|---|
| Number of Students Included in the 2006 **Base** API | Number of Students Included in the 2007 **Growth** API |
| | 2007 Growth API |
| 2006 Base API | 2006 Base API  (same as in the 2006 Base API Report) |
| 2006 Statewide Rank | |
| 2006 Similar Schools Rank | |
| 2006–07 API Growth Target | 2006–07 API Growth Target  (same as in the 2006 Base API Report) |
| 2007 API Target<br>(2006 Base API + 2006–07 Growth Target) | |
| List of Similar Schools | |
| | 2006–07 API Growth<br>(2007 Growth API – 2006 Base API) |
| | Met Growth Target<br>• Schoolwide<br>• Comparable Improvement (Subgroups)<br>• Both Schoolwide and Comparable Improvement |
| | Similar Schools Median 2007 Growth API |
| | Similar Schools Median 2006 Base API |
| Subgroup Information | Subgroup Information |
| School Demographic Characteristics | School Demographic Characteristics |
| School Content Area Weights | School Content Area Weights |

# API Reporting Cycles

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided in March, and the growth reports are provided in August.

## Year of Testing

| 2005 | 2006 | 2007 | 2008 |

**2005 to 2006 Growth**

**2005 Base API**
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, science, Gr. 5, 9–11, and history-social science, Gr. 8, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–11

(March 2006 release)

**2006 Growth API**
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, science, Gr. 5, 9–11, and history-social science, Gr. 8, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–12

(August 2006 release)

**2006 to 2007 Growth**

**2006 Base API**
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, **science**, Gr. 5, 8–11 **[including NCLB tests at Gr. 5, 8, and 10]**, and history-social science, Gr. 8, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–12

(March 2007 release)

**2007 Growth API**
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, **science**, Gr. 5, 8–11 **[including NCLB tests at Gr. 5, 8, and 10]**, and history-social science, Gr. 8–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–12

(August 2007 release)

Indicators (assessments) new to the API are in bold.

**2007 to 2008 Growth***

**2007 Base API**
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, science, Gr. 5, 8–11, and history-social science, Gr. 8–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–12

(March 2008 release)

**2008 Growth API**
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CSTs (English-language arts, mathematics, science, Gr. 5, 8–11, and history-social science, Gr. 8–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–12

(August 2008 release)

* Pending adoption by the State Board of Education.

# Who Receives an API?

## Schools and LEAs That Receive a 2007 Growth API

Most schools and local educational agencies (LEAs) receive a 2007 Growth API Report. An LEA can be a school district or a county office of education.

- **Traditional schools**
  All traditional schools, including year-round schools, receive an API (and API ranks in the Base API Report).

- **Charter schools**
  Charter schools receive an API (and API ranks in the Base API Report). Direct-funded charter schools are considered schools for API purposes and receive only a school report.

- **Alternative Schools Accountability Model schools**
  Schools in the Alternative Schools Accountability Model (ASAM) receive an API for federal No Child Left Behind (NCLB) purposes only. The ASAM provides state accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). The ASAM is a multiple-indicator system that includes performance and pre- and post-assessment indicators approved by the SBE and state assessment results as summarized in the API. ASAM schools select indicators and report data at the end of each school year. More information about ASAM is located on the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/am/. (Schools in the ASAM do not receive API ranks in the Base API Report.)

- **Small schools**
  Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores for API purposes. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API, based on a small number of student results. Although they are small, these schools still can have numerically significant subgroups. (These schools also receive statewide ranks with asterisks in the Base API Report to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Schools with APIs with asterisks do not receive similar schools ranks.)

■ **School Districts and County Offices of Education**
School districts and county offices of education that administer schools receive an API in order to meet federal NCLB requirements. (LEAs do not receive API ranks.)

■ **Special education schools**
Special education schools receive an API. (These schools do not receive API ranks in the Base API Report.)

# 2007 Growth Information Reported by Type of School or LEA

| Type of School or LEA | Elements Reported | | | | | |
|---|---|---|---|---|---|---|
| | 2007 Growth API | 2006 Base API | 2006–07 Growth in the API | Growth Targets | Whether Growth Targets Were Met | Median APIs for Similar Schools |
| Most schools with 11 or more valid scores | yes | yes | yes | yes | yes | yes* |
| School districts and county offices of education** | yes | yes | yes | — | — | — |
| Schools in the Alternative Schools Accountability Model (ASAM)** | yes | yes | yes | — | — | — |
| Schools with significant demographic changes between 2006 and 2007** | yes | yes | — | — | — | — |
| Schools with no 2006 Base API** | yes | — | — | — | — | — |

\* Similar schools ranks are not calculated for small schools that have fewer than 100 valid Standardized Testing and Reporting (STAR) Program scores included in the API.

\*\* LEAs and these types of schools are included in API reporting in order to comply with the requirements of NCLB.

# Schools and LEAs That Do Not Receive a 2007 Growth API

A small number of schools and LEAs do not receive a 2007 Growth API as a result of one or more of the following circumstances:

■ The LEA notifies the CDE that there were testing irregularities at a school affecting 5 percent or more of students tested.

■ A school's proportion of parental waivers compared to its STAR Program enrollment is equal to or greater than 20 percent. Under state law, all students must participate in STAR Program testing unless their parents or guardians have submitted written requests (referred to here as parental waivers) to exempt them from the testing (*Education Code* Section 60615). If the number of parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. The school's API is considered invalid if the school does not pass the statistical check.

■ The school's proportion of the number of test takers in any test used in the API (except end-of-course exams) compared with the total numbers of test takers is less than 85 percent. This only applies to schools with at least 100 students enrolled in a content area prior to or on the California Basic Educational Data System (CBEDS) data collection date.

■ Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.

■ The school has fewer than 11 valid scores. The API for these schools is not reported due to privacy considerations but is calculated for federal AYP purposes.

Summaries of the *California Code of Regulations*, Title 5, and the *Education Code* relating to what constitutes a valid API are provided on pages 69 and 70.

## Direct-funded Charter Schools

For API reporting, LEAs include school districts and county offices of education. Direct-funded charter schools also are considered LEAs under state definitions but must meet requirements and timelines that apply to schools for API and AYP purposes. Direct-funded charter school results are not included in the API of the school's authorizing charter agency, even though the direct-funded charter school is listed in the agency's List of Schools Report.

# 2007 Growth API

## API Indicators

The results of certain statewide assessments are indicators used in API calculations. The results of the 2007 Standardized Testing and Reporting (STAR) Program and the 2007 California High School Exit Examination (CAHSEE) were used in calculating the 2007 Growth API.

### Content Areas and Grade Levels of State Assessments Used in the API

The following table lists the content areas and grade levels of the assessments used in calculating the 2007 Growth API.

| 2007 Standardized Testing and Reporting (STAR) Program |
| --- |

- California Standards Tests (CSTs)
  - The California English-Language Arts Standards Test (CST in ELA) was included for grades two through eleven, including a writing assessment at grades four and seven.
  - The California Mathematics Standards Test (CST in mathematics) was included for grades two through seven and for grades eight through eleven for the following course-specific tests:
    - General mathematics (grades eight and nine only)
    - Algebra I
    - Geometry
    - Algebra II
    - Integrated mathematics 1, 2, or 3
    - High School Summative Mathematics Test
    (Students in grade seven may take the Algebra I test if they completed an Algebra I course.)
  - The California History-Social Science Standards Test (CST in HSS) was included for grade eight, grade eleven (U.S. history), and grades nine through eleven for world history.
  - The California Science Standards Test (CST in science) was included for grade five,* grade eight,* and grade ten* and grades nine through eleven for the following course-specific tests:
    - Biology/life sciences
    - Earth science
    - Chemistry
    - Physics
    - Integrated/coordinated science 1, 2, 3, or 4

- California Alternate Performance Assessment (CAPA)
  - The CAPA in English-language arts and mathematics was included for grades two through eleven. (The CAPA is an alternate test for students with significant cognitive disabilities.)

- Norm-referenced test (NRT)
  - The California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) was included for all content areas at grades three and seven only. Content areas tested included reading, language, spelling, and mathematics.

| 2007 California High School Exit Examination (CAHSEE) |
| --- |

- The CAHSEE, administered in February and March 2007 (and May for make-ups), was included for grade ten (and for grade eleven and twelve separately for ELA and mathematics if the student passed the CAHSEE in 2006–07). The CAHSEE covers English-language arts, including a writing assessment, and mathematics.

* The CSTs in science, grades five and eight, and in life science, grade ten, were developed to meet federal No Child Left Behind (NCLB) requirements.

# CAPA in API and AYP

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and, subsequently, the NCLB, California developed an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's Individualized Education Program (IEP) specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate student learning expectations to measure their progress.

The CAPA was administered statewide for the first time in spring 2003 as part of the STAR Program. The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, less than one percent of the total number of students take the CAPA.

In August 2003, the ELA and mathematics assessments used for 2003 AYP reporting included the CAPA, grades two through eight and grade ten. In AYP calculations, the CAPA performance level value the student receives is the value that is used to establish whether the student scored at the proficient or above level for AYP reporting. That value replaces a CST performance level value for the student with a CAPA score. The CAPA is not treated as a separate test for accountability because students who take the CAPA take an "alternate" to the CSTs. The same basic calculation rules used for the CST also apply to the CAPA. For grade ten, the CAPA scores are used in addition to CAHSEE results.

In March 2004, the CAPA, grades two through eleven, was added as an indicator to the 2003 Base API. Similar to AYP calculations, the CAPA performance level value the student receives is the value that is used in API calculations (advanced, proficient, basic, below basic, or far below basic). The CAPA performance level value replaces a CST performance level value for the student who has a CAPA score. This is why the addition of CAPA into the API does not change the API test weights. The same basic test weights and calculation rules used for the CST also apply to the CAPA.

# Performance Levels and Weighting Factors Used in the API

The API calculation method determines the API as the weighted average of student scores across content areas and test results within the school. To calculate the API, individual student scores from each indicator are combined into a single number (the API) to represent the performance of a school. The API weighting factors are used to assign an API unit of measure across all test results used in the API calculations.

Students' performance levels on the CSTs, national percentile ranks (NPRs) on the CAT/6 Survey (in grades three and seven only), and pass/no pass scores on the

CAHSEE are used in conjunction with weighting factors to determine a weighted score for an API content area. Performance levels on the CAPA also are included in the API and treated in the same way as CST performance levels. A scale score of 350 or more on the CAHSEE is considered passing.

| CST or CAPA Performance Levels | CAT/6 Survey Performance Bands | CAHSEE Score | API Weighting Factors | Point Gain for Movement |
|---|---|---|---|---|
| Advanced | 80–99th NPR | Pass | 1000 | 1000 – 875 = **125** |
| Proficient | 60–79th NPR | N/A | 875 | 875 – 700 = **175** |
| Basic | 40–59th NPR | N/A | 700 | 700 – 500 = **200** |
| Below Basic | 20–39th NPR | N/A | 500 | 500 – 200 = **300** |
| Far Below Basic | 1–19th NPR | No Pass | 200 | N/A |

**NPR** = National Percentile Rank

The "Point Gain for Movement" column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve. For example, this column shows that moving students from the far below basic performance level to the below basic performance level will result in a greater API growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (e.g., an increase of 300 points) than for any other increase (e.g., 200, 175, and 125). This suggests that a greater API gain can occur through the improvement of the lowest performing students in the school.

## Test Weights

Test weights are applied after the API weighting factors. They are assigned to each tested content area used in the API. The State Board of Education (SBE) adopted test weights that it believed reflected curriculum priorities in California public education.

Test weights apply to test results at the individual student level rather than at the school level. Test weights are shown as decimals rather than percentages and are the same for the Base API and Growth API within an API reporting cycle. The test weights are the same for all schools (based on grade spans two through eight and nine through eleven) and are the same for a school's API as well as for its subgroup APIs. The test weights adopted for the 2006–07 API reporting cycle are provided in the following two tables.

## Grades Two Through Eight

The SBE adopted the following test weights for grades two through eight:

### Test Weights, Grade Levels 2–8

| Content Area | 2006–07 API Test Weights |
|---|---|
| CST/CAPA in ELA, Grades 2–8 | 0.48 |
| CST/CAPA in Mathematics, Grades 2–8 | 0.32 |
| CST in Science, Grade 5 | 0.20 |
| CST in HSS, Grade 8 | 0.20 |
| NRT Reading, Grades 3 and 7 | 0.06 |
| NRT Language, Grades 3 and 7 | 0.03 |
| NRT Spelling, Grades 3 and 7 | 0.03 |
| NRT Mathematics, Grades 3 and 7 | 0.08 |
| **CST in Science, Grade 8** | **0.20** |
| **Assignment of 200, CST in Mathematics, Grade 8** | 0.10 |

**Notes:** The weights new to the API are shown in bold. The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Grades Nine Through Eleven

The SBE adopted the following test weights for grades nine through eleven:

### Test Weights, Grade Levels 9–11

| Content Area | 2000–07 API Test Weights |
|---|---|
| CST/CAPA in ELA, Grades 9–11 | 0.30 |
| CST/CAPA in Mathematics, Grades 9–11 | 0.20 |
| **CST in Science, Grades 9–11** | **0.22** |
| **CST in Life Science, Grade 10** | **0.10** |
| **CST in HSS, Grades 9–11** | **0.23** |
| CAHSEE ELA, Grades 10–12* | 0.30 |
| CAHSEE Mathematics, Grades 10–12* | 0.30 |
| **Assignment of 200, CST in Mathematics, Grades 9–11** | 0.10 |
| **Assignment of 200, CST in Science, Grades 9–11** | 0.05 |

**\* Grades 11 and 12 are counted only if the student passed.**

**Notes:** The weights new to the API are shown in bold. The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Assignment of 200

Beginning with the 2002 Base API, the SBE adopted a methodology to account for students who do not take end-of-course CSTs. This methodology was first adopted in mathematics and later in science. The methodology, the "assignment of 200," assigns the lowest value (called the performance level weighting factor) of 200 points (far below basic level) when calculating a school's API in instances where the student did not take one of these tests. The assignment of 200 rule is described in detail in "Mathematics/Science Rules for Calculating the 2007 Growth API" on page 66. For students in grade ten, taking the CST in life science fulfills the requirement of taking a CST in science in grades nine through eleven.

## Content Area Weights for Each School

Content area weights are the exact weightings for a school that are related to each content area used in calculating an API for the school. Content area weights at the school level are unique to each school, based on the test weights established by the SBE, the school's grade span configuration, and the number of valid test scores in each content area for the school. A school's content area weights are not needed in calculating the API, but they are provided on the API reports for information only.

Content area weights differ from test weights because they reflect weights at the school level (rather than weights applied to test results at the student level), and they are not the same for all schools. In addition, although the test weights established by the SBE remain the same within an API reporting cycle, a school's unique content area weights within a reporting cycle may be slightly different for the Base and Growth APIs (e.g., 2006 Base API and 2007 Growth API). The amount of difference will depend on the amount of variation in the counts and grade levels of test takers in the base year (e.g., 2006) and the growth year (e.g., 2007) at the school. Test weights do not total 1.00. Content area weights, however, always total 100 percent.

School examples on pages 24 to 26 show how content area weights are determined (Column G). The example on page 27 shows the school level content area weights for the most common grade spans, using the assumption that there are an equal number of valid scores at each grade level and that there are no missing data.

## Comparison of Test Weights and Content Area Weights

The following table describes differences between test weights and content area weights used in calculating an API for a school or LEA.

| | Test Weights | Content Area Weights |
|---|---|---|
| Same weights for all schools or LEAs? | Yes. The test weights were set by the SBE and are the same for all schools and LEAs. Test weights are applied according to the grade levels tested. Grade levels 2–8 have one set of weights, and grade levels 9–11 have a different set of weights. | No. The content area weights may vary slightly among schools or among LEAs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data. |
| Same weights for 2006 Base API and 2007 Growth API? | Yes. The test weights set for the 2006 Base API are the same weights that will be used for the 2007 Growth API. | No. The content area weights may vary slightly between a school's or LEA's 2006 Base API and its 2007 Growth API for the same reasons as the first answer above. |
| Same weights for school/LEA API and subgroup APIs? | Yes. The test weights are the same for a school or LEA API as well as for the sub-group APIs. | No. The content area weights may vary slightly between the schoolwide or LEA-wide API and the subgroup APIs for the same reasons as the first answer above. Subgroup content area weights are not included in API reports. |
| Same weights for LEA? | Yes. The same test weights used for school APIs are used for LEA APIs according to grade levels. | No. The content area weights may vary between LEA APIs and school APIs for the same reasons as the first answer above. |
| Do the weights total 100 percent? | No. The test weights do not total 1.00. | Yes. The content area weights for a school or LEA total 100 percent. |

# Scale Calibration Factors

The scale calibration factor (SCF) provides a positive or negative adjustment to every school's or LEA's API each year in order to maintain consistency in the **statewide API scale** from one API reporting cycle to the next. SCFs are the same within each API reporting cycle; therefore, the SCF for the 2006 Base API is the same as the SCF for the 2007 Growth API. The SCF does not allow for comparisons of **school or LEA APIs** from one reporting cycle to the next.

In general, the calculation of the SCF for the 2006–07 API reporting cycle is the difference between the **statewide average** 2006 Growth API and the **statewide average** 2006 Base API for three separate grade spans: two through six, seven and eight, and nine through twelve. All APIs for schools and LEAs include the SCF. When calculating the SCFs, (shown in the the following table), however, the California Department of Education (CDE) excludes some schools (including those in the Alternative Schools Accountability Model [ASAM], small schools, and schools with data problems). The SCF is applied to each numerically significant subgroup API at a school in the same way as the SCF is applied to the schoolwide API.

## 2006–07 API Scale Calibration Factors (SCFs)

| Grade Levels | SCF |
|---|---|
| Grades 2–6 | 28.30 |
| Grades 7–8 | 40.83 |
| Grades 9–12 | 16.90 |

# Additional Calculation Rules for Bridge Schools

To accommodate the inclusion of the SCF, the API is calculated separately for three main grade span segments: grades two through six, grades seven through eight, and grades nine through eleven. Some schools (referred to as "bridge schools") have grade spans that overlap these categories (i.e., kindergarten through grade eight or kindergarten through grade twelve). In these cases, the API is the average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR Program scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs for grades two through six, grades seven through eight, and grades nine through eleven.

# Spreadsheet Examples for Calculating the API and School Content Area Weights

Pages 24 to 26 provide examples of how the 2007 Growth API is calculated for the following school types:

- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven and Eight)
- High School (Grades Nine Through Twelve)

Each example also shows how the content area weights are calculated for the example school (Column G). The same method was used to calculate the 2006 Base API reports, released in March 2007.

**Calculation spreadsheets in the format of the examples on pages 24 to 26 are provided on the CDE Web site at http://www.cde.ca.gov/api/ to allow users to input their own data.** The calculation spreadsheets provide a way for users to estimate the calculation of an API. The CDE, however, does not use the calculation spreadsheets to compute the APIs for schools and LEAs. Instead, the Fortran and SAS statistical programs are used by the CDE to compute APIs and ranks for schools and LEAs.

The API is calculated by following seven basic steps:

1. Apply calculation rules to student test results to determine what valid scores are used in the calculations (pages 60 to 67). Enter the valid scores in the appropriate boxes by content area and performance level under "Part I – School Test Data."

   **Note: When using the calculation spreadsheets on the Web site (described on the previous page), the user only needs to do this first step. The remaining steps in the API calculation are completed automatically to produce an API.**

2. Determine the total number of valid scores for each content area and test type under Part I.

3. Enter the total valid scores from Part I into the rows under Column C of "Part II – API Calculation" and sum those values.

4. Multiply the fixed test weights (Column A) by the valid scores (Column C) and sum those values (Column D).

5. Using the data from Part I, multiply each Performance Level Weighting Factor by the number of valid scores for each content area and test type and sum those values (Column E). The chart below shows how the result of 284,975 for CST/CAPA in English-language arts (ELA) is determined under Column E for the elementary school example shown on page 24:

| Performance Level Weighting Factors (fixed) | ELA Valid Scores | ELA Performance Level Weighting Factors x Valid Scores |
|---|---|---|
| 1000 | 110 | 110,000 |
| 875 | 93 | 81,375 |
| 700 | 79 | 55,300 |
| 500 | 63 | 31,500 |
| 200 | 34 | 6,800 |
| Total | 379 | 284,975 |
| (This sum is displayed under Column E, row 1 "CST/CAPA in ELA.") | | |

6. Multiply the fixed test weights (Column A) by results in Column E and sum those values (Column F).

7. Divide the sum of Column F by sum of Column D and add the SCF to produce the school's API (Column J).

The API for an LEA or subgroup is calculated in exactly the same way as the school API.

# Example of 2007 Growth API for an Elementary School (Grades Two Through Six)

## Part I - School Test Data

**Step 1**

### California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

| Performance Level Weighting Factor (fixed) | Performance Level | Number of Valid Scores by Content Area | | |
|---|---|---|---|---|
| | | English-Language Arts (ELA) | Mathematics | Science (Grade 5 Only) |
| 1000 | 5 : Advanced | 110 | 94 | 31 |
| 875 | 4 : Proficient | 93 | 112 | 22 |
| 700 | 3 : Basic | 79 | 76 | 15 |
| 500 | 2 : Below Basic | 63 | 49 | 13 |
| 200 | 1 : Far Below Basic | 34 | 48 | 10 |
| **Total Valid Scores** | | **379** | **379** | **91** |

**Step 2**

### California Achievement Test, Sixth Edition Survey (CAT/6) (Grade Three Only)

| Performance Level Weighting Factor (fixed) | Performance Band - National Percentile Rank (NPR) | Number of Valid Scores by Content Area | | | |
|---|---|---|---|---|---|
| | | Reading | Language | Spelling | Mathematics |
| 1000 | 5 : 80-99th NPR | 17 | 16 | 20 | 12 |
| 875 | 4 : 60-79th NPR | 15 | 14 | 10 | 13 |
| 700 | 3 : 40-59th NPR | 12 | 15 | 14 | 15 |
| 500 | 2 : 20-39th NPR | 8 | 8 | 12 | 9 |
| 200 | 1 : 1-19th NPR | 6 | 5 | 2 | 9 |
| **Total Valid Scores** | | **58** | **58** | **58** | **58** |

## Part II - API Calculation

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Test Weight (fixed) | Content Area (from Part I) | Valid Scores (from Part I) | Total Weight A x C | Sum of Performance Level Weighting Factors x Valid Scores (from Part I) | Test Weight x Scores A x E | School Content Area Weights D ÷ Sum of D | Sum of F ÷ Sum of D | Scale Calibration Factor (fixed) | API Score |
| 0.48 | **CST/CAPA in ELA** | 379 | 181.92 | 284975 | 136788.00 | 54.631% | | | |
| 0.32 | CST/CAPA in Mathematics | 379 | 121.28 | 279300 | 89376.00 | 36.420% | | | |
| 0.20 | CST in Science | 91 | 18.20 | 69250 | 13850.00 | 5.465% | | | |
| 0.06 | CAT/6 in Reading | 58 | 3.48 | 43725 | 2623.50 | 1.045% | | | |
| 0.03 | CAT/6 in Language | 58 | 1.74 | 43750 | 1312.50 | 0.523% | | | |
| 0.03 | CAT/6 in Spelling | 58 | 1.74 | 44950 | 1348.50 | 0.523% | | | |
| 0.08 | CAT/6 in Mathematics | 58 | 4.64 | 40175 | 3214.00 | 1.393% | | | |
| **Total Values** | | **1081** | **333.00** | **806125** | **248512.50** | **100.000%** | **746.28** | **28.30** | **773** |

Step 3   Step 4   Step 5   Step 6   Step 7

# Example of 2007 Growth API for an Middle School (Grades Seven Through Eight)

## Part I - School Test Data

### California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

| Performance Level Weighting Factor (fixed) | Performance Level | Number of Valid Scores by Content Area | | | | |
|---|---|---|---|---|---|---|
| | | English-Language Arts (ELA) | Math | *Math 200 Pts. Assignment (Grade 8 Only) | History-Social Science (Grade 8 Only) | Science (Grade 8 Only) |
| 1000 | 5 : Advanced | 2 | 5 | N/A | 0 | 4 |
| 875 | 4 : Proficient | 7 | 7 | N/A | 2 | 1 |
| 700 | 3 : Basic | 9 | 11 | N/A | 4 | 6 |
| 500 | 2 : Below Basic | 16 | 19 | N/A | 7 | 8 |
| 200 | 1 : Far Below Basic | 23 | 11 | 4 | 14 | 9 |
| Total Valid Scores | | 57 | 53 | 4 | 27 | 28 |

### California Achievement Test, Sixth Edition Survey (CAT/6) (Grade Seven Only)

| Performance Level Weighting Factor (fixed) | Performance Band - National Percentile Rank (NPR) | Number of Valid Scores by Content Area | | | |
|---|---|---|---|---|---|
| | | Reading | Language | Spelling | Mathematics |
| 1000 | 5 : 80-99th NPR | 1 | 2 | 4 | 2 |
| 875 | 4 : 60-79th NPR | 5 | 5 | 2 | 4 |
| 700 | 3 : 40-59th NPR | 3 | 5 | 5 | 5 |
| 500 | 2 : 20-39th NPR | 6 | 6 | 9 | 7 |
| 200 | 1 : 1-19th NPR | 15 | 12 | 10 | 12 |
| Total Valid Scores | | 30 | 30 | 30 | 30 |

## Part II - API Calculation

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Test Weight (fixed) | Content Area (from Part I) | Valid Score (from Part I) | Total Weight A x C | Sum of Performance Level Weighting Factor x Valid Score (from Part I) | Test Weight x Score A x E | School Content Area Weight D ÷ Sum of D | Sum of F ÷ Sum of D | Scale Calibration Factor (fixed) | API Score |
| 0.48 | CST/CAPA in ELA | 57 | 27.36 | 27025 | 12972.00 | 44.329% | | | |
| 0.32 | CST/CAPA in Mathematics | 53 | 16.96 | 30525 | 9768.00 | 27.479% | | | |
| 0.10 | CST in Math-*200 asgn | 4 | 0.40 | 800 | 80.00 | 0.648% | | | |
| 0.20 | CST in History | 27 | 5.40 | 10850 | 2170.00 | 8.749% | | | |
| 0.20 | CST in Science | 28 | 5.60 | 14875 | 2975.00 | 9.073% | | | |
| 0.06 | CAT/6 in Reading | 30 | 1.80 | 13475 | 808.50 | 2.916% | | | |
| 0.03 | CAT/6 in Language | 30 | 0.90 | 15275 | 458.25 | 1.458% | | | |
| 0.03 | CAT/6 in Spelling | 30 | 0.90 | 15750 | 472.50 | 1.458% | | | |
| 0.08 | CAT/6 in Mathematics | 30 | 2.40 | 14900 | 1192.00 | 3.889% | | | |
| Total Values | | 289 | 61.72 | 143475 | 30896.25 | 100.000% | 500.59 | 40.83 | 541 * |

* If student did not take test, then student record is assigned 200 points in API calculation.

This API shows an asterisk because it is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

# Example of 2007 Growth API for an High School (Grades Nine Through Eleven)

## Part I - School Test Data

### California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

| Performance Level Weighting Factor (fixed) | Performance Level | Number of Valid Scores by Content Area | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | English-Language Arts (ELA) | Mathematics | Math 200 Pts. Assignment[1] | Science (End-of-Course Tests) | Science 200 Pts. Assignment[1] | History-Social Science (Grades 9-11 Only)[2] | Life Science (Grade 10 Only) |
| 1000 | 5 : Advanced | 503 | 650 | N/A | 440 | N/A | 366 | 131 |
| 875 | 4 : Proficient | 449 | 446 | N/A | 376 | N/A | 344 | 148 |
| 700 | 3 : Basic | 305 | 279 | N/A | 198 | N/A | 215 | 92 |
| 500 | 2 : Below Basic | 170 | 121 | N/A | 60 | N/A | 67 | 87 |
| 200 | 1 : Far Below Basic | 137 | 56 | 12 | 83 | 25 | 35 | 74 |
| Total Valid Scores | | 1564 | 1552 | 12 | 1157 | 25 | 1027 | 532 |

### California High School Exit Examination (CAHSEE)

| Performance Level Weighting Factor (fixed) | Performance Level | Number of Valid Scores by Content Area | |
|---|---|---|---|
| | | English-Language Arts (ELA) | Mathematics |
| 1000 | Pass | 509 | 514 |
| | | N/A | N/A |
| | | N/A | N/A |
| | | N/A | N/A |
| 200 | No Pass | 23 | 17 |
| Total Valid Scores | | 532 | 531 |

## Part II - API Calculation

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| Test Weight (fixed) | Content Area (from Part I) | Valid Score (from Part I) | Total Weight A x C | Sum of Performance Level Weighting Factor x Valid Score (from Part I) | Test Weight x Score A x E | School Content Area Weight D ÷ Sum of D | Sum of F ÷ Sum of D | Scale Calibration Factor (fixed) | API Score |
| 0.30 | CST/CAPA in ELA | 1564 | 469.20 | 1221775 | 366532.50 | 28.525% | | | |
| 0.20 | CST/CAPA in Mathematics | 1552 | 310.40 | 1307250 | 261450.00 | 18.870% | | | |
| 0.10 | CSE in Math-200 asgn[1] | 12 | 1.20 | 2400 | 240.00 | 0.073% | | | |
| 0.22 | CST in Science | 1157 | 254.54 | 954200 | 209924.00 | 15.474% | | | |
| 0.05 | CST in Science-200asgn[1] | 25 | 1.25 | 5000 | 250.00 | 0.076% | | | |
| 0.23 | CST in History[2] | 1027 | 236.21 | 858000 | 197340.00 | 14.360% | | | |
| 0.10 | CST in Life Science | 532 | 53.20 | 383200 | 38320.00 | 3.234% | | | |
| 0.30 | CAHSEE ELA | 532 | 159.60 | 513600 | 154080.00 | 9.703% | | | |
| 0.30 | CAHSEE Math | 531 | 159.30 | 517400 | 155220.00 | 9.684% | | | |
| Total Values | | 6932 | 1644.90 | 5762825 | 1383356.50 | 100.000% | 841.00 | 16.90 | 858 |

[1] If a student did not take tests, then the student record is assigned 200 points in API calculation.
[2] The CST in world history was given to all grade ten students in 2006 but became an end-of-course exam for grades nine through eleven in 2007.

## School API Content Area Weights for the Most Common Grade Spans

This table shows the school level API content area weights for common grade spans, assuming there are an equal number of valid scores at each grade level and no missing data. If some students at a school do not take one or more tests, the indicator weights would be slightly different than those shown below.

Grade Span

| Content Area | K–2 | K–3 | K–4 | K–5 | K–6 | 6–8 | 7–8 | K–8 | 9–12 | 10–12 | K–12 | 7–12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CST/CAPA in ELA, Gr. 2–11 | 60.0% | 53.3% | 55.4% | 53.3% | 54.5% | 48.0% | 43.6% | 50.9% | 28.8% | 24.3% | 43.8% | 34.9% |
| CST/CAPA in Mathematics, Gr. 2–11 | 40.0% | 35.6% | 36.9% | 35.6% | 36.4% | 32.0% | 29.1% | 34.0% | 18.0% | 14.9% | 28.8% | 22.6% |
| CST in Science, Gr. 9–11 EOC and 5, 8, 10 NCLB | | | | 5.6% | 4.5% | 6.7% | 9.1% | 6.1% | 19.3% | 17.8% | 10.3% | 15.1% |
| CST in HSS, Gr. 8–11 | | | | | | 6.7% | 9.1% | 3.0% | 14.7% | 18.6% | 6.8% | 12.4% |
| CAT/6 Survey Reading, Gr. 3 and 7 | | 3.3% | 2.3% | 1.7% | 1.4% | 2.0% | 2.7% | 1.8% | | | 1.2% | 1.1% |
| CAT/6 Survey Language, Gr. 3 and 7 | | 1.7% | 1.2% | 0.8% | 0.7% | 1.0% | 1.4% | 0.9% | | | 0.6% | 0.6% |
| CAT/6 Survey Spelling, Gr. 3 and 7 | | 1.7% | 1.2% | 0.8% | 0.7% | 1.0% | 1.4% | 0.9% | | | 0.6% | 0.6% |
| CAT/6 Survey Mathematics, Gr. 3 and 7 | | 4.4% | 3.0% | 2.2% | 1.8% | 2.6% | 3.6% | 2.4% | | | 1.7% | 1.5% |
| CAHSEE ELA, Gr. 10–12 | | | | | | | | | 9.6% | 12.2% | 3.1% | 5.6% |
| CAHSEE Mathematics, Gr. 10–12 | | | | | | | | | 9.6% | 12.2% | 3.1% | 5.6% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

CST = California Standards Test, CAPA = California Alternate Performance Assessment, ELA = English-language arts, EOC = end-of-course tests, NCLB = No Child Left Behind, HSS = history-social science, CAT/6 Survey = California Achievement Test, Sixth Edition Survey, CAHSEE = California High School Exit Examination

**Note: Boxes show the most common grade spans statewide.**

CST in Science, grade 10 NCLB, refers to the CST in Life Science. Examples assume there are equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted for including the assignment of 200 policy in mathematics, grades eight through eleven, and in science, grades nine through eleven, but at lower weights.
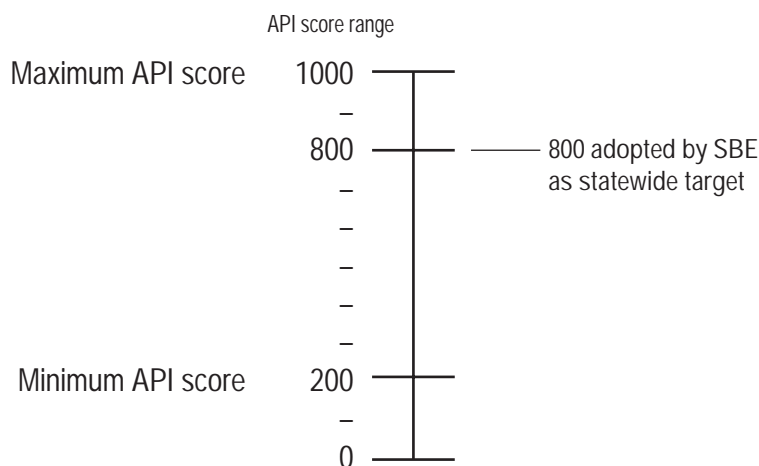
# What Are API Targets?

Growth targets are established for each school as a whole and for each numerically significant subgroup in the school. An Academic Performance Index (API) score of 800 is the statewide performance target.

## Statewide API Performance Target

The State Board of Education (SBE) is responsible for establishing an API statewide performance target. The SBE has established an API score of 800 as the target to which all schools should aspire.

### Example of Statewide API Performance Target of 800

API score range

| | |
|---|---|
| Maximum API score | 1000 |
| | – |
| | 800 —— 800 adopted by SBE as statewide target |
| | – |
| | – |
| | – |
| | – |
| | – |
| Minimum API score | 200 |
| | – |
| | 0 |

## Annual API Growth Target

The annual API growth target is defined as 5 percent of the difference between the school's Base API and the statewide performance target.

## Example of API Growth Target
### (5 Percent Difference Between School Base API and Statewide Target)

API score range

| | |
|---|---|
| Maximum API score | 1000 |
| | – |
| | 800 |
| School Base API | 700 |
| | – |
| | – |
| | – |
| | – |
| Minimum API score | 200 |
| | – |
| | 0 |

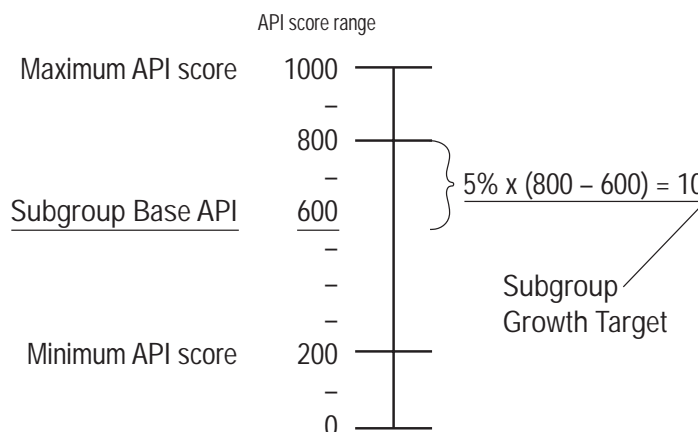5% x (800 – 700) = 5

Schoolwide
Growth Target
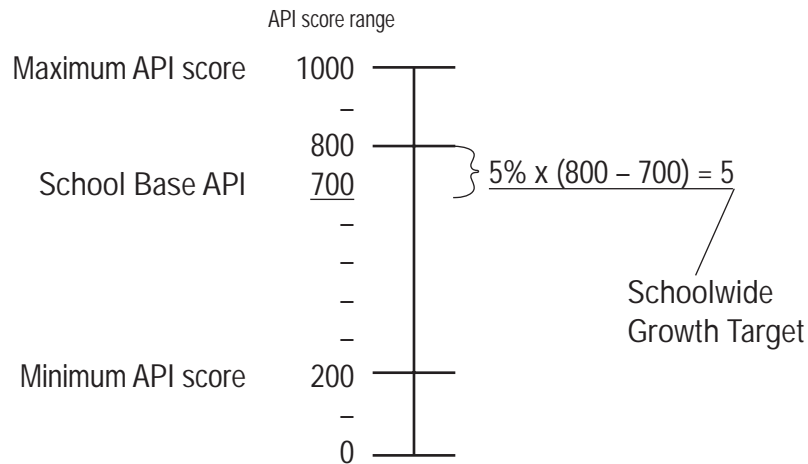
In May 2006, the SBE set a new minimum schoolwide growth target. Beginning with the 2006 Base API, the minimum schoolwide API growth target is at least five points until the school API approaches 800. Schools with a Base API of 800 or above must maintain an API at 800 or above. (For a detailed definition of growth targets, see "Schoolwide and Subgroup Growth Target Requirements" on page 31.) Growth targets are rounded to the nearest whole number. API growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements.

## Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must "demonstrate comparable improvement" in meeting API targets. This concept applies to ethnic/racial, socioeconomically disadvantaged, English learner, and students with disabilities subgroups. The law is silent on exactly what comparable improvement in the API means. The SBE defines comparable improvement in terms of subgroup growth. In May 2006, the SBE adopted a new definition of subgroup growth targets and a new minimum growth target for subgroups. API growth targets are now calculated separately for each numerically significant subgroup and set at 5 percent of the difference between the subgroup's Base API and 800. The minimum subgroup API growth target is now a minimum of five points until the subgroup API approaches 800. (See "Schoolwide and Subgroup Growth Target Requirements" on page 31.) Growth targets are rounded to the nearest whole number.

A subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information. A subgroup Growth API is posted, however, even if a subgroup had no prior year Base API or was not numerically significant for the prior year. The presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted from the reports.

# Example of API Subgroup Growth Target
## (5 Percent Difference Between Subgroup Base API and Statewide Target)

API score range

| | |
|---|---|
| Maximum API score | 1000 |
| | 800 |
| Subgroup Base API | 600 |
| Minimum API score | 200 |
| | 0 |

5% x (800 – 600) = 10

Subgroup Growth Target

## Definitions of Subgroups Used in the 2007 Growth API Reports

| | |
|---|---|
| A "numerically significant subgroup" for the API is defined as:* | ■ 100 or more students with valid Standardized Testing and Reporting (STAR) Program scores* <br> OR <br> ■ 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores* |
| A subgroup used in API calculations includes: | ■ African American or Black (not of Hispanic origin) <br> ■ American Indian or Alaska Native <br> ■ Asian <br> ■ Filipino <br> ■ Hispanic or Latino <br> ■ Pacific Islander <br> ■ White (not of Hispanic origin) <br> ■ Socioeconomically Disadvantaged <br> ■ English Learners <br> ■ Students with Disabilities |
| "Socioeconomically Disadvantaged" is defined as: | ■ A student whose parents both have not received a high school diploma <br> OR <br> ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP) |
| "English Learner" is defined as: | ■ English learner (EL) <br> OR <br> ■ Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) for three years after being reclassified* |
| "Student with Disabilities" is defined as: | A student who receives special education services and has a valid disability code |

* RFEPs are not counted in determining numerical significance for the EL subgroup (see page 31). Also, a subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information.

The data in the table above are based on the results of the spring STAR Program administration student answer documents.

### English Learners First Enrolled in United States Schools

Beginning with the 2006 Base API Report, the results of English learners (ELs) who were first enrolled in United States (U.S.) schools for less than a year will not be included in the API count of valid scores or in a school's or LEA's API. (For the 2007 Growth API Report, any EL with an enrolled date after March 15, 2006, will be considered as enrolled in a U.S. school less than a year at STAR Program or CAHSEE testing.) This new API exclusion rule for ELs matches the exclusion rule used in calculating percent proficient for Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) Act of 2001 requirements. (These students, however, are not excluded from the AYP participation rate.)

### Reclassified Fluent-English-Proficient

In calculating the API for the EL subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA for three years since reclassification are included in the subgroup API. RFEP students, however, are not counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant. This rule matches the rule used in AYP calculations.

For API calculations, RFEP student records that are blank in the section that indicates whether or not the student scored at the proficient or above level on the CST in ELA for three years will be considered a "yes." This means that an RFEP student with a blank in that data field will not count in the EL subgroup.

## Schoolwide and Subgroup Growth Target Requirements

### Meeting the Schoolwide or Subgroup Growth Target

The table on the following page shows the schoolwide and subgroup growth target requirements.

- If the school's (or subgroup's) Base API is between 200 and 690 (Column A), the growth target is 5 percent of the difference between the school's (or subgroup's) Base API and the statewide performance target of 800.

- If the school's (or subgroup's) Base API is between 691 and 795 (Column B), the growth target is a gain of five points.

- If the school's (or subgroup's) Base API is between 796 and 799 (Column C), the growth target is the following:
    - API of 796 – a gain of four points
    - API of 797 – a gain of three points
    - API of 798 – a gain of two points
    - API of 799 – a gain of one point

■ If the school's (or subgroup's) Base API is 800 or more (Column D), the school (or subgroup) must maintain an API of at least 800.

| | Schoolwide or Subgroup Base API | | | |
|---|---|---|---|---|
| | 200 to 690 | 691 to 795 | 796 to 799 | 800 or more |
| | A | B | C | D |
| Schoolwide or Subgroup Growth Target: | 5% difference between Base API and 800 | 5-point gain | 796 4-point gain<br>797 3-point gain<br>798 2-point gain<br>799 1-point gain | Maintain 800 or more |

# Differences in State and Federal Accountability Criteria

State and federal accountability criteria differ. For example, all elementary schools must have at least 24.4 percent of their students at the proficient level or above in ELA to make AYP for 2007. Although a school may have shown 100 points in API growth from 2006 to 2007 for state requirements, it must meet all minimum AYP criteria to make AYP for 2007. The school may need to meet as many as 46 criteria to make AYP.

The API is used in both state and federal accountability criteria, but the requirements for the API vary. In order to meet its API growth target under current state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 **or** maintain its API score at or above 800. In order to meet AYP criteria, however, a school or LEA must have a minimum participation rate and show a percentage of its students at the proficient or above level in ELA and mathematics, attain a minimum API of 590 or API growth of at least one point, and meet graduation rate requirements if high school students are enrolled.

**A detailed side-by-side comparison of key elements and requirements for the API and AYP are located on the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ keyelements.asp.**

# What Is Growth in the API?

Growth in the API on the 2007 Growth API Report is calculated by subtracting the 2006 Base API from the 2007 Growth API. The following example shows this calculation for the school overall and for each numerically significant subgroup at the school.

## Example of API Growth from 2006 to 2007

| Groups | 2006 Base API | 2007 Growth API | 2006–07 API Growth | 2006–07 Growth Target | Met Growth Target? |
|---|---|---|---|---|---|
| Schoolwide | 700 | 720 | 20 | 5 | Yes |
| | | | | | |
| Subgroups | | | | | |
| African American | 730 | 740 | 10 | 5 | Yes |
| Asian | 810 | 800 | –10 | A | Yes |
| Hispanic or Latino | 680 | 686 | 6 | 6 | Yes |
| White | 750 | 754 | 4 | 5 | No |

The "2006–07 API Growth" column shows growth in the API from 2006 to 2007. The "2006–07 Growth Target" column shows the growth targets. An "A" means the school or subgroup had a 2006 Base API at or above the statewide performance target of 800. In these cases, the school or subgroup must maintain 800 or above to meet its growth target. The growth target for the African American subgroup and for the White subgroup is five points because the minimum growth target is 5 points until the Base API approaches 800 (See "Schoolwide and Subgroup Growth Target Requirements" on pages 31 and 32.) The last column shows whether or not the school and subgroups met their growth targets.

To meet its state API targets, a school must meet or exceed its schoolwide growth target and each numerically significant subgroup at the school must meet its subgroup growth target.

# Participation Rate

The participation rate is used to determine the validity of an API. The *California Code of Regulations*, Title 5, specifies that an API shall be considered invalid if the percent of test takers in grades two through eleven in a content area is less than 85 percent (see "Valid API Criteria", page 69). Beginning with the 2005 Growth API Report, the definition of the 85 percent rule was revised to allow more schools to receive an API. The new definition applies the 85 percent rule only if the school has 100 or more students enrolled in each content area prior to or on the California Basic Educational Data System (CBEDS) data collection date.

Beginning with the 2006 Base API, the 85 percent rule no longer applies to the California Standards Test (CST) in world history because it became an end-of-course examination with the spring 2007 test administration. This test previously was administered in grade ten only. The 85 percent rule will continue to apply to the other grade specific CSTs in history-social science, grades eight and eleven.

# Meeting or Not Meeting
# State API Growth Targets

## Interventions

Schools that do not meet state API growth target requirements may be subject to new or continued intervention programs, including the state High Priority Schools Grant (HPSG) Program and/or the Quality Education Investment Act (QEIA). For more information about these requirements and programs, contact the High Priority Schools Office of the CDE at (916) 324-3236 or refer to the CDE Web site at http://www.cde.ca.gov/ta/lp/hp/.

## Awards

Schools or teachers meeting certain API requirements can apply for various recognition or awards programs. For more information on these programs, contact the following offices:

### Schools

- California School Recognition Program[1]
  Policy and Evaluation Division
  California Department of Education
  (916) 319-0866
  http://www.cde.ca.gov/ta/sr/cs/

- Title I Academic Achievement Awards Program
  School and District Accountability Division
  California Department of Education
  (916) 319-0854
  http://www.cde.ca.gov/ta/ac/ti/

- California Schools To Watch—Taking Center Stage Model Middle School Program
  School Improvement Division
  California Department of Education
  (319) 322-1892
  http://www.cde.ca.gov/ci/gs/mg/

---

[1] Funding for the Governor's Performance Awards (GPA) Program, established under the Public Schools Accountability Act (PSAA) of 1999, is currently unavailable.

## Teachers

- Extra Credit Teacher Home Purchase Program
  California Debt Limit Allocation Committee
  California State Treasurer's Office
  (916) 653-3255
  http://www.treasurer.ca.gov/cdlac/extracredit/extracredit.asp

# Sample Internet Reports for 2007 Growth API

**List of Schools**
County List of Schools
Local Educational Agency (LEA) List of Schools

**LEA Report—Unified School District**
Accountability Progress Reporting (APR) Summary
Growth Academic Performance Index (API)
API Chart
API Demographic Characteristics
API Content Area Weights

**School Report—Elementary School**
APR Summary
Growth API and Targets Met
API Chart
API Demographic Characteristics
API Content Area Weights

**School Report—Alternative Schools Accountability Model (ASAM) Middle School**
APR Summary
Growth API
API Chart
API Demographic Characteristics
API Content Area Weights

# Sample Internet Reports
# for the 2007 Growth API

This section contains sample 2007 Growth API Reports to illustrate the types of information and formats provided in the reports. The reports can be accessed on the CDE Web site at http://www.cde.ca.gov/ap. Examples of the reports are provided on pages 40 through 58.

## County and LEA List of Schools

The Lists of Schools (shown on pages 40 through 42) provides a summary of selected API information for each school and LEA. Lists are accessed through the CDE Data-Quest, an online tool for a user to find facts about California schools, school districts, and county offices of education.

Both the County and LEA List of Schools contain the following information about each school or LEA:

- 2007 Growth API
- 2006 Base API
- 2006–07 API Growth Target
- 2006–07 API Growth (2007 Growth API – 2006 Base API)
- Met Growth Target
    - Schoolwide
    - Comparable Improvement (Subgroups)
    - Both Schoolwide and Comparable Improvement

## LEA and School Level Reports

The LEA and School Level Reports for 2007 have the same structure as the 2006 reports. The navigation bar across the top of the page allows users to easily move between results for the state API, federal AYP, and federal PI requirements. The selection bars at the top right side of the report above the navigation bar allow users to navigate different types of API reports. The LEA and School Level Reports are divided into five sections:

- The **Summary Report** (shown on pages 43, 48, and 54) contains the key state and federal overall results for the API and AYP. The API results include the 2006 Base API, the 2007 Growth API, and Growth in the API from 2006 to 2007.

- The **2007 Growth** section on the navigation bar contains reports of **Growth API and Targets Met, Chart, Demographic Characteristics**, and **Content Area Weights**. The first link is to the **Growth API and Targets Met** (shown on pages 44, 49, and 55), which  contains data showing whether the school met its API growth target. LEAs and ASAM schools receive a **Growth API** to meet NCLB requirements but do not receive growth target information.

- The **API Chart**, accessed through the selection bar at the top right side of the API reports, contains basic API results in chart form, including comparisons with district/county and statewide results. The API Charts are shown on pages 45, 51, and 56.

- The **Demographic Characteristics**, accessed through the selection bar, provides detailed demographic data for the school or LEA. These data are used in applying inclusion or exclusion rules and in determining similar schools ranks. These reports are shown on pages 46, 52, and 57.

- The **Content Area Weights**, accessed through the selection bar, shows the unique content area weights for calculating the API for a school or LEA. These reports are shown on pages 47, 53, and 58.

## Statewide Data Files

The data files of statewide API results are provided in both DBF and ASCII text formats and are downloadable from the Internet at http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp. Record layout, data definitions, and download instructions are also provided.

# Sample Internet Reports
## Local Educational Agency (LEA) List of Schools

## 2006–07 Accountability Progress Reporting (APR)

### County List of Schools
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

COUNTY:     ORION
County Code:  98

AYP County List of Schools

(AYP = Adequate Yearly Progress)

| | API | | | | Met Growth Target | | |
|---|---|---|---|---|---|---|---|
| | 2007 Growth | 2006 Base | 2006–07 Growth Target | 2006-07 Growth | School-wide | Comparable Improve-ment (CI) | Both Schoolwide and CI |
| **POLARIS UNIFIED** | 743 | 741 | D | 2 | | | |
| Elementary Schools | | | | | | | |
| Big Dipper Elementary | 787 | 777 | 5 | 10 | Yes | No | No |
| Jupiter Elementary | 875 | 873 | A | 2 | Yes | Yes | Yes |
| Sunrise Elementary | 699 | 700 | 5 | -1 | No | No | No |
| Middle Schools | | | | | | | |
| Mercury Middle | 593 | | B | B | | | N/A |
| Milky Way Middle | 655 | 645 | 8 | 10 | Yes | Yes | Yes |
| High Schools | | | | | | | |
| North Star High | 586 | 578 | 11 | 8 | No | No | No |
| Small Schools | | | | | | | |
| Little Dipper Elementary | 748* | 722* | 5* | 26 | Yes | Yes | Yes |
| ASAM Schools | | | | | | | |
| Pluto Community Day | 550* | 537* | D* | 13 | | | |
| Star City (Independent Study | | | | | | | |
| | | | | | | | |
| **SATURN ELEMENTARY** | 742 | 711 | D | 31 | | | |
| Elementary Schools | | | | | | | |
| Mars Elementary | 629 | 609 | 10 | 20 | Yes | No | No |
| Pluto Elementary | 880 | 839 | A | 41 | Yes | Yes | Yes |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"**N/A**" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"**A**" means the school scored at or above the statewide performance target of 800 in 2006.

"**B**" means the school did not have a valid 2006 Base API and will not have any growth or target information.

"**C**" means the school had significant demographic changes and will not have any growth or target information.

"**D**" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

"**E**" indicates this was an ASAM school in the 2006 Base API Report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2007 Growth API of 590, or a one-point increase from the 2006 Base API to 2007 Growth API for a school or LEA.

Data file: Download a data file containing the information displayed above.

# Sample Internet Reports
## Local Educational Agency (LEA) List of Schools

## 2006–07 Accountability Progress Reporting (APR)

### Local Educational Agency (LEA) List of Schools
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA: Polaris Unified
LEA Type: Unified
County: Orion
CD Code: 98-98765

| APR LEA Summary |
| :---: |
| API LEA Report |
| API County List of Schools |
| AYP LEA List of Schools |
| AYP County List of Schools |

(An LEA is a school district or county office of education.)
(AYP = Adequate Yearly Progress)

**LEA API Summary**

| | All Schools | | Deciles 1 and 2 | |
| --- | :---: | :---: | :---: | :---: |
| | Number | Percent | Number | Percent |
| Targets Met* | 3 | 50 | 1 | 50 |
| API Grew, Targets Not Met** | 2 | 33 | 1 | 50 |
| API Remained Same or Declined, Targets Not Met | 1 | 17 | 0 | N/A |

Only schools with a valid 2006 Base API and a valid 2007 Growth API are included in these LEA and state summaries.

**State API Summary**

| | All Schools | | Deciles 1 and 2 | |
| --- | :---: | :---: | :---: | :---: |
| | Number | Percent | Number | Percent |
| Targets Met* | 4260 | 53 | 834 | 51 |
| API Grew, Targets Not Met** | 1644 | 20 | 404 | 25 |
| API Remained Same or Declined, Targets Not Met | 2132 | 27 | 402 | 25 |

 * Includes schools with 2007 Growth APIs of 800 or more.
** Includes schools that met schoolwide 2006-07 API growth targets but did not meet one or more subgroup targets.

| | API | | | | Met Growth Target | | |
| --- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| | 2007 Growth | 2006 Base | 2006–07 Growth Target | 2006-07 Growth | School-wide | Comparable Improve-ment (CI) | Both Schoolwide and CI |
| Polaris Unified | 743 | 741 | D | 2 | | | |
| **Elementary Schools** | | | | | | | |
| Big Dipper Elementary | 787 | 777 | 5 | 10 | Yes | No | No |
| Jupiter Elementary | 875 | 873 | A | 2 | Yes | Yes | Yes |
| Sunrise Elementary | 699 | 700 | 5 | -1 | No | No | No |
| **Middle Schools** | | | | | | | |
| Mercury Middle | 593 | | B | B | | | N/A |
| Milky Way Middle | 655 | 645 | 8 | 10 | Yes | Yes | Yes |
| **High Schools** | | | | | | | |
| North Star High | 586 | 578 | 11 | 8 | No | No | No |
| **Small Schools** | | | | | | | |
| Little Dipper Elementary | 748* | 722* | 5* | 26 | Yes | Yes | Yes |
| **ASAM Schools** | | | | | | | |
| Pluto Community Day | 550* | 537* | D* | 13 | | | |
| Star City (Independent Study) | | | | | | | |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school scored at or above the statewide performance target of 800 in 2006.

"B" means the school did not have a valid 2006 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

"E" indicates this was an ASAM school in the 2006 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2007 Growth API of 590, or a one-point increase from the 2006 Base API to 2007 Growth API for a school or LEA.

Data file: Download a data file containing the information displayed above.

# Sample Internet Reports
## LEA Summary Report—Unified School District

## 2006–07 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Summary
2006–07 APR

LEA:        Polaris Unified
LEA Type:   Unified
County:     Orion
CD Code:    98-98765

2006–07 APR Links:

| |
| --- |
| Base API LEA List of Schools |
| Base API County List of Schools |
| Growth API LEA List of Schools |
| Growth API County List of Schools |
| AYP LEA List of Schools |
| AYP County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
| --- | --- | --- |
| 741 | 743 | 2 |

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:  No

| | English-Language Arts | Mathematics |
| --- | --- | --- |
| **Met AYP Criteria** | | |
| Participation Rate | No | No |
| Percent Proficient | No | No |
| API - Additional Indicator for AYP | Yes | |
| Graduation Rate | Yes | |

Program Improvement (PI)

PI Status:                                        In PI

# Sample Internet Reports
## LEA Report—Unified School District

<div style="background:#b03020;color:white">

## 2006–07 Accountability Progress Reporting (APR)

</div>

### Local Educational Agency (LEA) Report - Growth API
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA:        Polaris Unified
LEA Type:   Unified
County:     Orion
CD Code:    98-98765

**2007 Growth API Links:**

| |
|---|
| LEA Chart |
| LEA Demographic Characteristics |
| LEA Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

## State Accountability: Academic Performance Index (API)

| Number of Students Included in the 2007 Growth API | API | | |
|---|---|---|---|
| | 2007 Growth | 2006 Base | 2006-07 Growth |
| 4519 | 743 | 741 | 2 |

API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

### Subgroups

| Ethnic/Racial | Number of Students Included in 2007 API | Numerically Significant in Both Years | Subgroup API | | |
|---|---|---|---|---|---|
| | | | 2007 Growth | 2006 Base | 2006–07 Growth |
| African American (not of Hispanic origin) | 632 | Yes | 688 | 676 | 12 |
| American Indian or Alaska Native | 46 | No | | | |
| Asian | 334 | Yes | 785 | 763 | 22 |
| Filipino | 203 | Yes | 784 | 778 | 6 |
| Hispanic or Latino | 547 | Yes | 704 | 703 | 1 |
| Pacific Islander | 63 | No | | | |
| White (not of Hispanic origin) | 2,430 | Yes | 763 | 766 | -3 |
| Socioeconomically Disadvantaged | 1,597 | Yes | 692 | 697 | -5 |
| English Learners | 790 | Yes | 701 | 700 | 1 |
| Students with Disabilities | 493 | Yes | 525 | 520 | 5 |

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

Direct-funded charter schools are not included in the LEA Report.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

The federal Adequate Yearly Progress (AYP) requirement for the API is: a 2007 Growth API of 590 OR a one-point increase from the 2006 Base API to the 2007 Growth API for a school or LEA.

# Sample Internet Reports
## LEA API Chart—Unified School District

## 2006–07 Accountability Progress Reporting (APR)

### Local Educational Agency (LEA) Chart
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA:        Polaris Unified
LEA Type:   Unified
County:     Orion
CD Code:    98-98765

2007 Growth API Links:

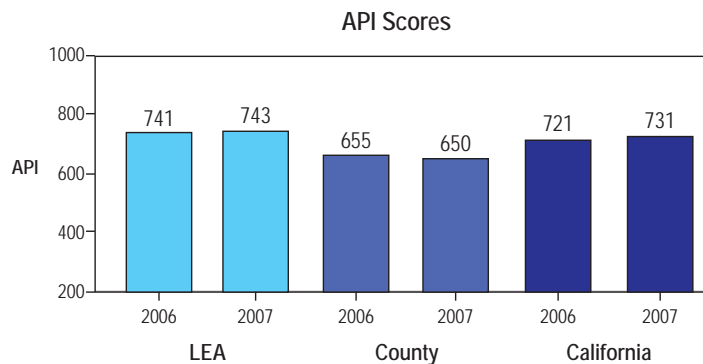| LEA Report - Growth API |
| --- |
| LEA Demographic Characteristics |
| LEA Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
| --- | --- | --- |
| 741 | 743 | 2 |

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

**API Scores**

LEA: Polaris Unified School District
County: Orion

**Growth in the API from 2006 to 2007**
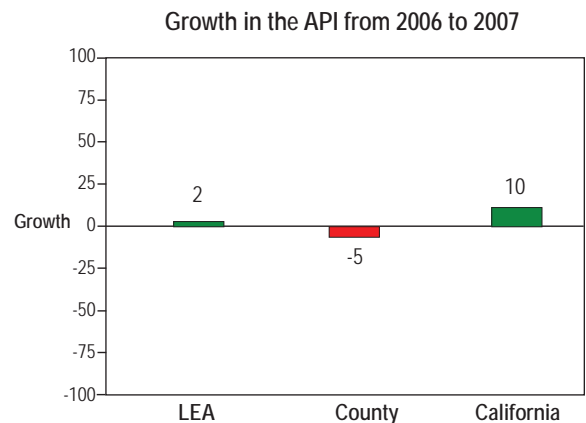
# Sample Internet Reports

## LEA Demographic Characteristics—Unified School District

### 2006–07 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Demographic Characteristics
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

LEA:        Polaris Unified
LEA Type:   Unified
County:     Orion
CD Code:    98-98765

2007 Growth API Links:

| LEA Report - Growth API |
| LEA Chart |
| LEA Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

**LEA Demographic Characteristics**

These data are from the October 2006 California Basic Educational Data System (CBEDS) data collection and the 2007 Standardized Testing and Reporting (STAR) Program student answer document.

| Ethnic/Racial (STAR) | Percent |
|---|---|
| African American (not of Hispanic origin) | 15 |
| American Indian or Alaska Native | 1 |
| Asian | 7 |
| Filipino | 4 |
| Hispanic or Latino | 12 |
| Pacific Islander | 1 |
| White (not of Hispanic origin) | 54 |

*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.*

| | Percent |
|---|---|
| Participants in Free or Reduced-Price Lunch (STAR) | 30 |
| Participants in Gifted and Talented Program (STAR) | 24 |
| Participants in Migrant Education Program (STAR) | 27 |
| English Learners (STAR) | 17 |
| Reclassified Fluent-English-Proficient (R-FEP) Students (STAR) | 8 |
| Students with Disabilities (STAR) | 10 |

Mobility

| | |
|---|---|
| **School, CBEDS Date** (STAR) | 97 |
| **LEA, CBEDS Date** (STAR) | 99 |

*These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2006 CBEDS data collection and who have been continuously enrolled since that date.*

| | |
|---|---|
| Fully-Credentialed Teachers (CBEDS) | 98 |
| Teachers with Emergency Credentials (CBEDS) | 0 |

| Enrollments* (STAR) | Percent |
|---|---|
| Grade 2 | 13 |
| Grades 3-5 | 30 |
| Grade 6 | 9 |
| Grades 7-8 | 20 |
| Grades 9-11 | 27 |

* This is a percentage of all enrollments in grades 2-11.

| Parent Education Level (STAR) | |
|---|---|
| Percent with a response* | 93 |
| Of those with a response: | |
| Not a high school graduate | 30 |
| High school graduate | 29 |
| Some college | 22 |
| College graduate | 10 |
| Graduate school | 2 |

*This number is the percentage of student answer documents with stated parent education level information.*

| | Average |
|---|---|
| Average Parent Education Level (STAR) | 2.56 |

*The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

Average Class Size (CBEDS)

| Grades | |
|---|---|
| K-3 | 21 |
| 4-6 | 20 |
| Core academic courses in departmentalized programs | 29 |

| | Number |
|---|---|
| Enrollment in Grades 2-11 on First Day of Testing (STAR) | 4,789 |
| Students Exempted from STAR Testing Per Parent Written Request (STAR) | 16 |
| Number of Students Tested (STAR) | 4,768 |

# Sample Internet Reports
## LEA Content Area Weights—Unified School District

## 2006–07 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Content Area Weights
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

2007 Growth API Links:

| LEA Report - Growth API |
| --- |
| LEA Chart |
| LEA Demographic Characteristics |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

LEA:       Polaris Unified
LEA Type:  Unified
County:    Orion
CD Code:   98-98765

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

## State Accountability: Academic Performance Index (API)

| Content Areas | Grades 2-8 | | | Grades 9-11 | | | LEA Content Area Weights (C + F) / (Total C + Total F) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Test Weights A | Valid Scores B | Weight x Scores C | Test Weights D | Valid Scores E | Weight x Scores F | |
| CST in English-Language Arts (ELA) | 0.48 | 2976 | 1428.48 | 0.30 | 1543 | 462.90 | 43.4% |
| CST in Mathematics | 0.32 | 2976 | 952.32 | 0.20 | 1543 | 308.60 | 28.9% |
| CST in Science--End of Course | - | - | - | 0.22 | 1543 | 339.46 | 7.8% |
| CST in Science--Grades 5, 8, and 10 | 0.20 | 391 | 78.20 | 0.10 | 514 | 51.40 | 3.0% |
| CST in History-Social Science (HSS) | 0.20 | 446 | 89.20 | 0.23 | 932 | 214.36 | 7.0% |
| NRT Reading | 0.06 | 945 | 56.70 | - | - | - | 1.3% |
| NRT Language | 0.03 | 945 | 28.35 | - | - | - | 0.7% |
| NRT Spelling | 0.03 | 945 | 28.35 | - | - | - | 0.7% |
| NRT Mathematics | 0.08 | 945 | 75.60 | - | - | - | 1.7% |
| CAHSEE ELA | - | - | - | 0.30 | 397 | 119.10 | 2.7% |
| CAHSEE Mathematics | - | - | - | 0.30 | 397 | 119.10 | 2.7% |
| Assignment of 200 CST in Mathematics | 0.10 | 2 | 0.20 | 0.10 | 21 | 2.10 | 0.1% |
| Assignment of 200 CST in Science | - | - | - | 0.05 | 53 | 2.65 | 0.1% |
| Total | | | 2737.40 | | | 1619.67 | 100% |

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science--End of Course includes grades 9-11 only.
CST in HSS includes grades 8-11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.

# Sample Internet Reports

**School APR Summary Report—Elementary School**

## 2006–07 Accountability Progress Reporting (APR)

### School Summary
### 2006–07 APR

| School: | Big Dipper Elementary |
| LEA: | Polaris Unified |
| County: | Orion |
| CDS Code: | 98-98765-9876543 |
| School Type: | Elementary |

Direct Funded Charter School:  No

2006–07 APR Links:

| |
| --- |
| Base API LEA List of Schools |
| Base API County List of Schools |
| Growth API LEA List of Schools |
| Growth API County List of Schools |
| AYP LEA List of Schools |
| AYP County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
| --- | --- | --- |
| 777 | 787 | 10 |

**Met 2006–07 API Growth Targets:**

| | |
| --- | --- |
| Schoolwide | Yes |
| Comparable Improvement | No |
| Both | No |

Schools that do not have a valid 2006 Base API will not have any growth or target information.

### Federal Accountability: Adequate Yearly Progress (AYP)

**Made AYP:**  No

| Met AYP Criteria | English-Language Arts | Mathematics |
| --- | --- | --- |
| Participation Rate | Yes | Yes |
| Percent Proficient | No | No |
| | | |
| API - Additional Indicator for AYP | Yes | |
| Graduation Rate | N/A | |

**Program Improvement (PI)**

| | |
| --- | --- |
| PI Status: | In PI |

# Sample Internet Reports

## School API Report—Elementary School

<div style="background:#b5361f;color:white;text-align:center;">

# 2006–07 Accountability Progress Reporting (APR)

</div>

### School Report - Growth API and Targets Met
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

Direct Funded Charter School: No

2007 Growth API Links:

| |
|---|
| School Chart |
| School Demographic Characteristics |
| School Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

## State Accountability: Academic Performance Index (API)

| Number of Students Included in the 2007 Growth API | API | | | | Met Growth Target | | |
|---|---|---|---|---|---|---|---|
| | 2007 Growth | 2006 Base | 2006–07 Growth Target | 2006-07 Growth | School-wide | Comparable Improve-ment (CI) | Both Schoolwide and CI |
| 403 | 787 | 777 | 5 | 10 | Yes | No | No |

### Similar Schools

Median API

| 2007 Growth | 2006 Base |
|---|---|
| 756 | 773 |

Click on the median value heading to link to the list of 2006 Base API similar schools. This list contains schools which were selected specifically for the 2006 Base API Report.

### Subgroups

| Ethnic/Racial | Number of Students Included in 2007 API | Numerically Significant in Both Years | Subgroup API | | | | Met Subgroup Growth Target |
|---|---|---|---|---|---|---|---|
| | | | 2007 Growth | 2006 Base | 2006–07 Growth Target | 2006–07 Growth | |
| African American (not of Hispanic origin) | 10 | No | | | | | |
| American Indian or Alaska Native | 0 | No | | | | | |
| Asian | 7 | No | | | | | |
| Filipino | 2 | No | | | | | |
| Hispanic or Latino | 157 | Yes | 714 | 736 | 5 | 22 | Yes |
| Pacific Islander | 0 | No | | | | | |
| White (not of Hispanic origin) | 227 | Yes | 819 | 823 | A | 4 | Yes |
| Socioeconomically Disadvantaged | 201 | Yes | 722 | 720 | 5 | -2 | No |
| English Learners | 22 | No | | | | | |
| Students with Disabilities | 44 | No | | | | | |

Click on the column header to view notes.

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*California Department of Education*　　　　*August 2007*　　　　**49**

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2006.

"B" means the school did not have a valid 2006 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

"E" indicates this school was an ASAM school in the 2006 Base API Report and has no target information even though the school is no longer an ASAM school.


Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2007 Growth API of 590 or a one-point increase from 2006 Base API to 2007 Growth API for a school or LEA.

# Sample Internet Reports
## School API Chart—Elementary School

## 2006–07 Accountability Progress Reporting (APR)

### School Chart
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

Direct Funded Charter School: No

2007 Growth API Links:
School Growth API and Target Met
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
|---|---|---|
| 777 | 787 | 10 |

Met 2006–07 Growth API Targets:

| | |
|---|---|
| Schoolwide | Yes |
| Comparable Improvement | No |
| Both | No |

Schools that do not have a valid 2006 Base API will not have any growth or target information.

**API Scores**

**Growth in the API from 2006 to 2007**

Statewide Performance Target for Schools = API of 800 or Above
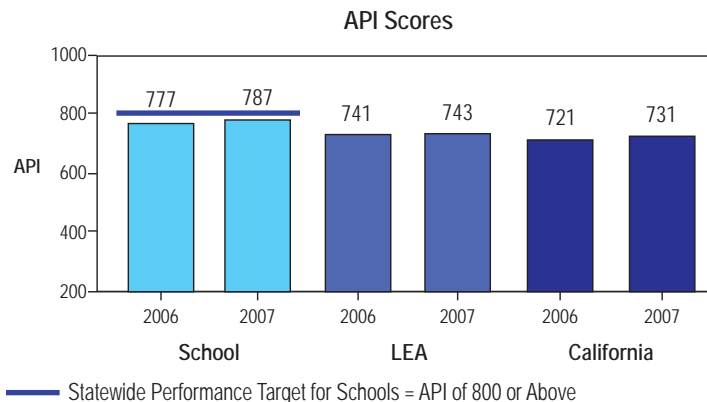
School: Big Dipper Elementary
LEA: Polaris Unified
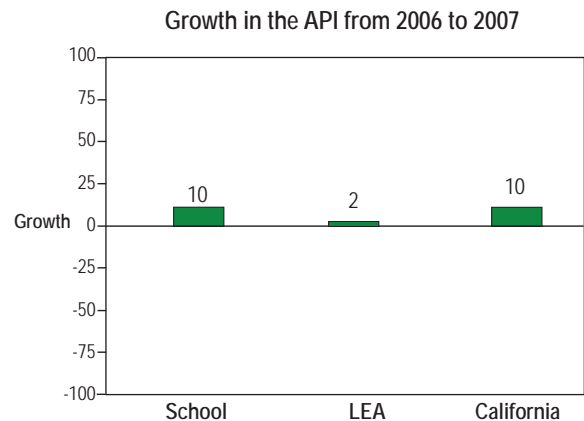
# Sample Internet Reports
## School API Demographic Characteristics—Elementary School

## 2006–07 Accountability Progress Reporting (APR)

### School Demographic Characteristics
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School:      Big Dipper Elementary
LEA:         Polaris Unified
County:      Orion
CDS Code:    98-98765-9876543
School Type: Elementary

Direct Funded Charter School:  No

2007 Growth API Links:

| School Growth API and Targets Met |
| School Chart |
| School Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

**LEA Demographic Characteristics**

These data are from the October 2006 California Basic Educational Data System (CBEDS) data collection and the 2007 Standardized Testing and Reporting (STAR) Program student answer document.

| Ethnic/Racial (STAR) | Percent |
|---|---|
| African American (not of Hispanic origin) | 3 |
| American Indian or Alaska Native | 0 |
| Asian | 2 |
| Filipino | 1 |
| Hispanic or Latino | 39 |
| Pacific Islander | 0 |
| White (not of Hispanic origin) | 56 |

*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.*

| | Percent |
|---|---|
| Participants in Free or Reduced-Price Lunch (STAR) | 50 |
| Participants in Gifted and Talented Program (STAR) | 11 |
| Participants in Migrant Education Program (STAR) | 1 |
| English Learners (STAR) | 6 |
| Reclassified Fluent-English-Proficient (R-FEP) Students (STAR) | 0 |
| Students with Disabilities (STAR) | 11 |

Mobility

| | Percent |
|---|---|
| School, CBEDS Date (STAR) | 93 |
| LEA, CBEDS Date (STAR) | 95 |

*These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2006 CBEDS data collection and who have been continuously enrolled since that date.*

| | Percent |
|---|---|
| Fully-Credentialed Teachers (CBEDS) | 100 |
| Teachers with Emergency Credentials (CBEDS) | 0 |

| Enrollments* (STAR) | Percent |
|---|---|
| Grade 2 | 19 |
| Grades 3-5 | 61 |
| Grade 6 | 20 |
| Grades 7-8 | 0 |
| Grades 9-11 | 0 |

* This is a percentage of all enrollments in grades 2-11.

Parent Education Level (STAR)

| | Percent |
|---|---|
| Percent with a response* | 99 |
| Of those with a response: | |
| Not a high school graduate | 10 |
| High school graduate | 35 |
| Some college | 30 |
| College graduate | 20 |
| Graduate school | 5 |

*This number is the percentage of student answer documents with stated parent education level information.*

| | Average |
|---|---|
| Average Parent Education Level (STAR) | 2.76 |

*The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

Average Class Size (CBEDS)

| Grades | |
|---|---|
| K-3 | 21 |
| 4-6 | 30 |
| Core academic courses in departmentalized programs | N/A |

| | Number |
|---|---|
| Enrollment in Grades 2-11 on First Day of Testing (STAR) | 417 |
| Students Exempted from STAR Testing Per Parent Written Request (STAR) | 1 |
| Number of Students Tested (STAR) | 416 |

| | Yes/No |
|---|---|
| Multi-track, Year-round School (CBEDS) | No |

# Sample Internet Reports
## School API Content Area Weights—Elementary School

## 2006–07 Accountability Progress Reporting (APR)

### School Content Area Weights
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Big Dipper Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

Direct Funded Charter School: No

2007 Growth API Links:

| School Growth API and Targets Met |
| School Chart |
| School Demographic Characteristics |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| Content Areas | Grades 2-8 | | | Grades 9-11 | | | LEA Content Area Weights (C + F) / (Total C + Total F) |
|---|---|---|---|---|---|---|---|
| | Test Weights A | Valid Scores B | Weight x Scores C | Test Weights D | Valid Scores E | Weight x Scores F | |
| CST in English-Language Arts (ELA) | 0.48 | 403 | 193.44 | 0.30 | 0 | 0.00 | 54.6% |
| CST in Mathematics | 0.32 | 403 | 128.96 | 0.20 | 0 | 0.00 | 36.4% |
| CST in Science--End of Course | - | - | - | 0.22 | 0 | 0.00 | 0.0% |
| CST in Science--Grades 5, 8, and 10 | 0.20 | 91 | 18.20 | 0.10 | 0 | 0.00 | 5.1% |
| CST in History-Social Science (HSS) | 0.20 | 0 | 0.00 | 0.23 | 0 | 0.00 | 0.0% |
| NRT Reading | 0.06 | 70 | 4.20 | - | - | - | 1.2% |
| NRT Language | 0.03 | 70 | 2.10 | - | - | - | 0.6% |
| NRT Spelling | 0.03 | 70 | 2.10 | - | - | - | 0.6% |
| NRT Mathematics | 0.08 | 70 | 5.60 | - | - | - | 1.6% |
| CAHSEE ELA | - | - | - | 0.30 | 0 | 0.00 | 0.0% |
| CAHSEE Mathematics | - | - | - | 0.30 | 0 | 0.00 | 0.0% |
| Assignment of 200 CST in Mathematics | 0.10 | 0 | 0.00 | 0.10 | 0 | 0.00 | 0.0% |
| Assignment of 200 CST in Science | - | - | - | 0.05 | 0 | 0.00 | 0.0% |
| Total | | | 354.60 | | | 0.00 | 100% |

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science--End of Course includes grades 9-11 only.
CST in HSS includes grades 8-11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.

# Sample Internet Reports

## School APR Summary Report—Alternative Schools Accountability Model (ASAM)

## 2006–07 Accountability Progress Reporting (APR)

### School Summary
2006–07 APR

California Department of Education
Policy and Evaluation Division
August 31, 2007

2006–07 APR Links:

| |
|---|
| Base API LEA List of Schools |
| Base API County List of Schools |
| Growth API LEA List of Schools |
| Growth API County List of Schools |
| AYP LEA List of Schools |
| AYP County List of Schools |

(An LEA is a school district or county office of education.)

School:        Pluto Community Day
LEA:           Polaris Unified
County:        Orion
CDS Code:      98-98765-9876546
School Type:   ASAM Middle

Direct Funded Charter School:  No

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
|---|---|---|
| 537* | 550* | 13 |

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:  No

| | English-Language Arts | Mathematics |
|---|---|---|
| **Met AYP Criteria** | | |
| Participation Rate | No | No |
| Percent Proficient | No | No |
| | | |
| API - Additional Indicator for AYP | Yes | |
| Graduation Rate | N/A | |

**Program Improvement (PI)**
PI Status:                                    Not in PI

# Sample Internet Reports
## School API Report—Alternative Schools Accountability Model (ASAM)

## 2006–07 Accountability Progress Reporting (APR)

### School Report - Growth API
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School: Pluto Community Day
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: ASAM Middle

Direct Funded Charter School: No

2007 Growth API Links:

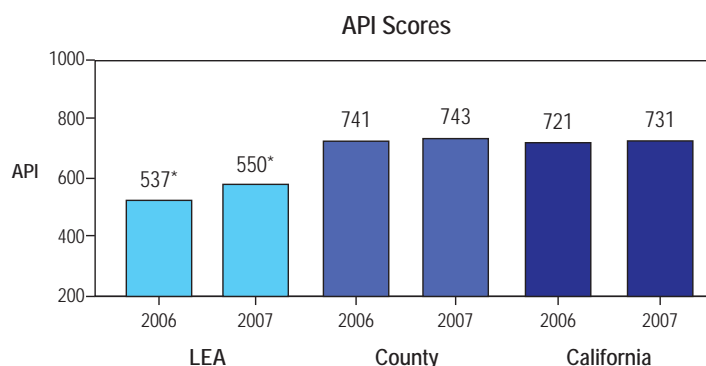| School Chart |
| School Demographic Characteristics |
| School Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

### State Accountability: Academic Performance Index (API)

| Number of Students Included in the 2007 Growth API | API | | |
|---|---|---|---|
| | 2007 Growth | 2006 Base | 2006-07 Growth |
| 69 | 550* | 537* | 13 |

API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

### Subgroups

| Ethnic/Racial | Number of Students Included in 2007 API | Numerically Significant in Both Years | Subgroup API | | |
|---|---|---|---|---|---|
| | | | 2007 Growth | 2006 Base | 2006–07 Growth |
| African American (not of Hispanic origin) | 0 | No | | | |
| American Indian or Alaska Native | 2 | No | | | |
| Asian | 2 | No | | | |
| Filipino | 0 | No | | | |
| Hispanic or Latino | 12 | No | | | |
| Pacific Islander | 0 | No | | | |
| White (not of Hispanic origin) | 50 | Yes | 583 | 573 | 10 |
| Socioeconomically Disadvantaged | 16 | No | | | |
| English Learners | 5 | No | | | |
| Students with Disabilities | 0 | No | | | |

Click on column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"B" means the school did not have a valid 2006 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

The AYP requirement for the API is a 2007 Growth API of 590, or a one-point increase from the 2006 Base API to the 2007 Growth API for a school or LEA.

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# Sample Internet Reports
## School API Chart—Alternative Schools Accountability Model (ASAM)

## 2006–07 Accountability Progress Reporting (APR)

### School Chart
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School:     Pluto Community Day
LEA:         Polaris Unified
County:     Orion
CDS Code:  98-98765-9876546
School Type:  ASAM Middle

Direct Funded Charter School:  No

2007 Growth API Links:

| School Growth API |
| School Demographic Characteristics |
| School Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

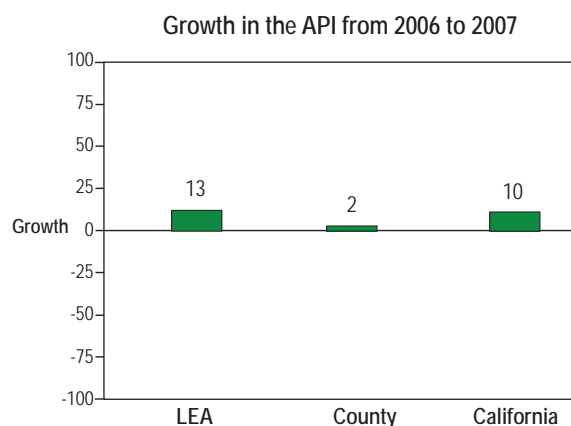## State Accountability: Academic Performance Index (API)

| 2006 Base API | 2007 Growth API | Growth in the API from 2006 to 2007 |
|---|---|---|
| 537* | 550* | 13 |

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

**API Scores**



School: Pluto Community Day
LEA:     Polaris Unified

**Growth in the API from 2006 to 2007**

# Sample Internet Reports

## School API Demograpic Characteristics—Alternative Schools Accountability Model (ASAM)

## 2006–07 Accountability Progress Reporting (APR)

### School Demographic Characteristics
2007 Growth Academic Performance Index (API) Report

School:     Pluto Community Day
LEA:     Polaris Unified
County:     Orion
CDS Code:     98-98765-9876546
School Type:     ASAM Middle

Direct Funded Charter School:  No

2007 Growth API Links:

| |
| --- |
| School Growth API |
| School Chart |
| School Content Area Weights |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

## State Accountability: Academic Performance Index (API)

### LEA Demographic Characteristics

These data are from the October 2006 California Basic Educational Data System (CBEDS) data collection and the 2007 Standardized Testing and Reporting (STAR) Program student answer document.

| Ethnic/Racial (STAR) | Percent |
| --- | --- |
| African American (not of Hispanic origin) | 0 |
| American Indian or Alaska Native | 3 |
| Asian | 3 |
| Filipino | 0 |
| Hispanic or Latino | 17 |
| Pacific Islander | 0 |
| White (not of Hispanic origin) | 72 |

*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.*

| | Percent |
| --- | --- |
| Participants in Free or Reduced-Price Lunch (STAR) | 20 |
| Participants in Gifted and Talented Program (STAR) | 0 |
| Participants in Migrant Education Program (STAR) | 5 |
| English Learners (STAR) | 7 |
| Reclassified Fluent-English-Proficient (R-FEP) Students (STAR) | 2 |
| Students with Disabilities (STAR) | 0 |

Mobility

| | Percent |
| --- | --- |
| **School, CBEDS Date** (STAR) | 98 |
| **LEA, CBEDS Date** (STAR) | 98 |

*These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2006 CBEDS data collection and who have been continuously enrolled since that date.*

| | Percent |
| --- | --- |
| Fully-Credentialed Teachers (CBEDS) | 100 |
| Teachers with Emergency Credentials (CBEDS) | 0 |

| Enrollments* (STAR) | Percent |
| --- | --- |
| Grade 2 | 0 |
| Grades 3-5 | 0 |
| Grade 6 | 0 |
| Grades 7-8 | 93 |
| Grades 9-11 | 0 |

* This is a percentage of all enrollments in grades 2-11.

Parent Education Level (STAR)

| | Percent |
| --- | --- |
| Percent with a response* | 97 |
| Of those with a response: | |
| Not a high school graduate | 9 |
| High school graduate | 49 |
| Some college | 24 |
| College graduate | 14 |
| Graduate school | 4 |

*This number is the percentage of student answer documents with stated parent education level information.*

| | Average |
| --- | --- |
| Average Parent Education Level (STAR) | 2.55 |

*The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

Average Class Size (CBEDS)

| Grades | |
| --- | --- |
| K-3 | N/A |
| 4-6 | N/A |
| Core academic courses in departmentalized programs | N/A |

| | Number |
| --- | --- |
| Enrollment in Grades 2-11 on First Day of Testing (STAR) | 78 |
| Students Exempted from STAR Testing Per Parent Written Request (STAR) | 0 |
| Number of Students Tested (STAR) | 69 |

| | Yes/No |
| --- | --- |
| Multi-track, Year-round School (CBEDS) | No |

# Sample Internet Reports
## School API Content Area Weights—Alternative Schools Accountability Model (ASAM)

## 2006–07 Accountability Progress Reporting (APR)

### School Content Area Weights
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
August 31, 2007

School:      Pluto Community Day
LEA:         Polaris Unified
County:      Orion
CDS Code:    98-98765-9876546
School Type: ASAM Middle

Direct Funded Charter School: No

2007 Growth API Links:

| School Growth API |
| School Chart |
| School Demographics Characteristics |
| LEA List of Schools |
| County List of Schools |

(An LEA is a school district or county office of education.)

| 2006-07 APR | | 2006-07 State API | | | | 2007 Federal AYP and PI | | |
|---|---|---|---|---|---|---|---|---|
| Summary | Glossary | 2006 Base | Guide | 2007 Growth | Guide | AYP | PI | Guide |

## State Accountability: Academic Performance Index (API)

| | Grades 2-8 | | | Grades 9-11 | | | LEA Content Area Weights (C + F) / (Total C + Total F) |
|---|---|---|---|---|---|---|---|
| Content Areas | Test Weights A | Valid Scores B | Weight x Scores C | Test Weights D | Valid Scores E | Weight x Scores F | |
| CST in English-Language Arts (ELA) | 0.48 | 69 | 33.12 | 0.30 | 0 | 0.00 | 48.2% |
| CST in Mathematics | 0.32 | 68 | 21.76 | 0.20 | 0 | 0.00 | 31.6% |
| CST in Science--End of Course | - | - | - | 0.22 | 0 | 0.00 | 0.0% |
| CST in Science--Grades 5, 8, and 10 | 0.20 | 0 | 0.00 | 0.10 | 0 | 0.00 | 0.0% |
| CST in History-Social Science (HSS) | 0.20 | 33 | 6.60 | 0.23 | 0 | 0.00 | 9.6% |
| NRT Reading | 0.06 | 36 | 2.16 | - | - | - | 3.1% |
| NRT Language | 0.03 | 36 | 1.08 | - | - | - | 1.6% |
| NRT Spelling | 0.03 | 36 | 1.08 | - | - | - | 1.6% |
| NRT Mathematics | 0.08 | 36 | 2.88 | - | - | - | 4.2% |
| CAHSEE ELA | - | - | - | 0.30 | 0 | 0.00 | 0.0% |
| CAHSEE Mathematics | - | - | - | 0.30 | 0 | 0.00 | 0.0% |
| Assignment of 200 CST in Mathematics | 0.10 | 1 | 0.10 | 0.10 | 0 | 0.00 | 0.1% |
| Assignment of 200 CST in Science | - | - | - | 0.05 | 0 | 0.00 | 0.0% |
| Total | | | 68.78 | | | 0.00 | 100% |

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)
NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey
CAHSEE = California High School Exit Examination

CST in Science--End of Course includes grades 9-11 only.
CST in HSS includes grades 8-11 only.
NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.
CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200:  This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.

# Appendixes

**Calculation Rules**
Inclusion/Exclusion Rules for Calculating the 2007 Growth API
Definitions of Numbers Enrolled, Tested, and Valid Scores
Mathematics/Science Rules for Calculating the 2007 Growth API
California General Mathematics Standards Test Mapping Chart

**API Research Reports**

**Valid API Criteria**

**California Department of Education Contacts and Related Internet Sites**

**Glossary of Terms and Acronyms**

# Calculation Rules

## Inclusion/Exclusion Rules for Calculating the 2007 Growth API

Inclusion and exclusion rules were established for treating student demographic information used in the Academic Performance Index (API) fairly in the calculations. Some student records have codes, scores, and/or items attempted that are inconsistent, resulting in data errors. It is critical that data provided to the California Department of Education (CDE) be accurate and consistent so that inclusion/exclusion rules can be applied accurately.

The format of the inclusion/exclusion rules in the following chart has been revised to show how the rules link to the testing codes used in the Standardized Testing and Reporting (STAR) Program and California High School Exit Examination (CAHSEE) student answer documents. The rules are applied prior to calculating the API. They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, STAR Program reports, or CAHSEE reports.

"Score" in the following chart refers to a performance level of advanced, proficient, basic, below basic, or far below basic on the California Standards Tests (CSTs) or on the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey); or Pass or Not Pass on the CAHSEE.

| STAR Program and CAHSEE |
| --- |
| **Mobility** |
| ■ If a student has been continuously enrolled in a **school** from the 2006 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the **school** API. <br> ■ If a student has been continuously enrolled in a **school district** from the 2006 October CBEDS date to the testing date, the student is counted in the **school district** API. <br> ■ English learners who were first enrolled in a United States school after March 15, 2006, are excluded from the 2007 API calculations. This change, effective beginning with the 2006 Base API, was made to match the rule used in calculating AYP under the No Child Left Behind (NCLB) Act of 2001 requirements. |
| **District of Residence** |
| A student record with a valid district of residence code and a valid disability code (other than 000) is calculated with the school district of residence for LEA accountability if the school of attendance code is a special education school. |

# Inclusion/Exclusion Rules

| | Counted as Tested | Test Results Counted |
|---|---|---|
| **STAR Program** | | |

## Special Testing Conditions Codes

| | Counted as Tested | Test Results Counted |
|---|---|---|
| (A) Absent<br>(E) Not tested due to significant medical emergency<br>**(A record with this code is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind [NCLB] Act of 2001 requirements.)**<br>(F) Test not completed due to student illness<br>(L) Enrolled after first day and was tested<br>(M) Took some tests but moved before these tests were administered<br>(P) Not tested by parent/guardian request<br>(T) Enrolled during testing and tested at previous school<br>(Z) Tested but marked no answers | Regardless of the special condition code marked:<br><br>■ If the record has a score or at least one item is attempted, it is counted as tested.<br>**Exception:** If Code L is marked, it is not counted as tested as long as the record was not marked continuously enrolled since the CBEDS date (see "Mobility" rules on page 63).<br><br>■ If the record has no score on any of the tests used in the API, it is not counted as tested.<br>**Exception:** If Code Z is marked, it is counted as tested. | Regardless of the special condition code marked:<br><br>■ If the content area has a score, that score is used.<br><br>■ If the content area has no score but items attempted, a 200 weight (lowest score) is assigned for that content area.<br><br>■ If there are no scores or items attempted on any tests used in the API (i.e., completely blank tests), no test results are counted in the API.<br><br>**Exceptions:** If Code Z is marked, a 200 weight is assigned for that content area.<br><br>If the content area is end-of-course CST in mathematics or science **and** other content areas of the record have scores or items attempted, the "Mathematics/Science Rules" are applied (see page 66). |

## Accommodations Codes

| | Counted as Tested | Test Results Counted |
|---|---|---|
| (B) Student marked in test booklet and responses were transferred<br>(C) + (E) Student dictated responses to a scribe<br>(D) Student used word processing software with spell and grammar check tools turned off<br>(F) Student used assistive device that did not interfere with the independent work of the student<br>(G) Used Braille test<br>(H) Used large print text<br>(I) Used additional time<br>(J) Student tested over more than one day<br>(K) Student had supervised breaks<br>(L) Test was administered at the most beneficial time of day for the student<br>M) Test was administered at home or in a hospital<br>(X) Student used an unlisted accommodation | Included in API unless "Special Testing Condition Codes" apply, shown in this column above. | Included in API unless "Special Testing Condition Codes" apply, shown in this column above. |

| | Counted as Tested | Test Results Counted |
|---|---|---|
| **STAR Program (continued)** | | |
| **Modifications Codes** | | |
| (N) Student used a dictionary<br>(Q) Student used a calculator<br>(R) Student used an arithmetic table<br>(S) Student used math manipulatives<br>(T) Student used word processing software with spell and grammar check tools enabled<br>(U) Student dictated responses to a scribe that provided all spelling and language conventions<br>(V) Student used assistive device that interfered with the independent work of the student<br>(W) Student used an unlisted modification | Included in API unless "Special Testing Conditions Codes" apply, shown in this column on page 61. | Included in API unless "Special Testing Conditions Codes" apply, shown in this column on page 61.<br><br>Note:<br>If the content area has a score, a 200 weight is assigned for the content area. |
| **Accommodations/Modifications Codes** | | |
| These can be either accommodations or modifications, depending upon which test is taken. If the CST in ELA, CAT/6 Reading, CAT/6 Spelling, or CST Writing Test shows one or both of these codes, it is considered a modification. For all other tests, it is considered an accommodation. | | |
| (O) Test examiner used Manually Coded English or American Sign Language to present test questions to student<br>(P) Test examiner read test questions aloud to the student or used audio CD<br>**Special Testing Conditions Code (Y)** Questions read aloud | Included in API unless "Special Testing Conditions Codes" apply, shown in this column on page 61. | For Accommodations, use same rules as "Accommodations Codes" section, shown in this column on page 61.<br><br>For Modifications, use same rules as "Modifications Codes" section, shown in this column above. |
| **English Learner Test Variation Codes** | | |
| These are considered Accommodations. | | |
| (A) Student heard the test directions printed in the Directions for Administration…translated into the student's primary language<br>(B) Student had additional supervised breaks<br>(C) Student was tested separately with other English learners, and the student was supervised directly<br>(D) Student had access to a translation glossary/word list | Included in API unless "Special Testing Conditions Codes" apply, shown in this column on page 61. | These are considered accommodations. For Accommodations, use same rules as "Accommodations Codes" section, shown in this column on page 61. |
| **Irregularities** | | |
| There were adult testing irregularities<br>There was inappropriate test preparation<br>**Special Testing Conditions Code (C)** Student observed cheating | Included in API unless "Special Testing Conditions Codes" apply, shown in this column on page 61. | The test content area showing a student or adult test irregularity on a student record is included in the Base API but is not included in the Growth API. |

| | Counted as Tested | Test Results Counted |
|---|---|---|

## CAHSEE

### CAHSEE Codes

Census records are matched with make-up records. If the non-tested census record has a matching tested make-up record, it is replaced by the make-up record. This is done using subtotals by category (schoolwide and each subgroup). Blank records for grades eleven and twelve are excluded.

| | Counted as Tested | Test Results Counted |
|---|---|---|
| (A) Absent<br>(C) Score invalidated (cheating)<br>(E) Not tested due to significant medical emergency<br>(H) Pending (on hold or cancelled)<br>(I) Modified (modification used)<br>(N) Not passed<br>(P) Passed<br>(R) Previously satisfied requirements<br>(X) Not attempted<br>(T) Tested before<br>(Z) Not attempted (0 responses)<br>(M) Moved during testing | N/A<br>(Number tested is based on STAR Program student answer documents only, which normally include an answer document for each student who takes the CAHSEE.) | **Grade 10:**<br><br>■ If the content area shows Code P, a 1000 is assigned for that content area. For all other codes, a 200 is assigned for that content area.<br><br>**Exceptions:**<br>Content areas showing a Code M, R, or T are not counted in the API.<br><br>**Grades 11–12:**<br><br>■ If the content area shows Code P, a 1000 is assigned for that content area. For all other codes, the content area is not included in the API. |

# Definitions of Numbers Enrolled, Tested, and Valid Scores

| Definition of: | Enrollment on First Day of Testing (STAR) | Number Tested | Number Valid Scores |
|---|---|---|---|
| **Columns:** | A | B | C |
| **Level of Calculation:** | School or Local Educational Agency (LEA) (An LEA is a school district or county office of education.) | School or LEA | School or LEA |
| **Calculation for Grades 2–11 Standardized Testing and Reporting (STAR) Program** | **Enrollment on first day of testing =** Number of 2007 STAR Program student answer documents (i.e., student records), grades 2–11 **ADD** <u>Students assigned back to school district of residence</u><br>• For LEAs only, student answer documents (i.e., student records) of special education students receiving services outside the school district that are assigned back to the student's school district of residence<br>**SUBTRACT** <u>Students not enrolled or unmatched records</u><br>• Unmatched California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) records, grade 3 (If the CST and CAT/6 Survey records are unmatched for a student, the records are included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted to avoid double-counting in summary results.)<br>• Unmatched California Standards Test (CST) writing tests or writing only tests, grades 4 and 7 (If the student record shows "Writing Test Only" or "Unmatched Writing Test [Test Grade Level Four and Seven]," the entire record is not included.)<br>• For schools and school subgroups, student records with "Enrolled After First Day of Testing and was Tested" (Code L) or "Enrolled During Testing and Tested at Previous School" (Code T), unless the record indicates the student was continuously enrolled in the school since the California Basic Educational Data Systems (CBEDS) date (Missing values are treated as a "yes" [student was enrolled since the CBEDS date], but student records marked as "no" or blank or "+" are subtracted for Special Testing Conditions Codes L and T.)<br><br>(continued on next page) | **Number tested =** Enrollment on first day of testing (results of Column A) **SUBTRACT** <u>Untested students</u><br>• For CST, student records with 0 items attempted except for those marked as "Tested but Marked No Answers" (Code Z)<br>• For California Alternate Performance Assessment (CAPA), student records with 0 items scored | **Number valid scores =** Number tested (results of Column B) **SUBTRACT** <u>Mobile students</u><br>• For schools, student records that show student **was not** continuously enrolled in the school since the CBEDS date*<br>• For LEAs, student records that show student **was not** continuously enrolled in the LEA since the CBEDS date*<br>• **English learners who were first enrolled in a United States school after March 15, 2006**<br><br>* Missing values are treated as a "yes" (student was enrolled since the CBEDS date). Only student records marked as "no" are subtracted. |

# Definitions of Numbers Enrolled, Tested, and Valid Scores (continued)

| Definition of: | Enrollment on First Day of Testing (STAR) | Number Tested | Number Valid Scores |
|---|---|---|---|
| Columns: | A | B | C |
| Level of Calculation: | School or Local Educational Agency (LEA) (An LEA is a school district or county office of education.) | School or LEA | School or LEA |
| | **SUBTRACT (continued)** "Enrollment on first day of testing" is based on STAR Program student answer documents only. Enrollment data from the California High School Exit Examination (CAHSEE) answer documents are not necessary because STAR Program results normally include an answer document for each student who takes the CAHSEE. "Enrollment on first day of testing" is defined in the same basic way as the definition for AYP except that the rate for AYP is adjusted for students with medical emergencies and is done separately for ELA and mathematics. Student records marked "Not Tested Due to Significant Medical Emergency" (Code E) **are not** included in AYP calculations, but are included in API calculations. A student record marked as "Not Tested Due to Significant Medical Emergency" is treated the same as a record marked as "Absent" for API calculations. | | |

# Mathematics/Science Rules for Calculating the 2007 Growth API

## Rules for CSTs in Mathematics in Grades Eight Through Eleven

- **Students in grade eight or nine who took the California General Mathematics Standards Test (CST in general mathematics):** The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the CST in general mathematics are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 67.

  **Note:** The STAR Program does not allow out-of-level testing, beginning in 2006. If an eighth or ninth grader takes the CST in General Mathematics, it is not considered out-of-level.

- **CST in mathematics:** To account for students in grades eight through eleven who take no CST in mathematics, a 200 is assigned as the performance level weight for any student record without a performance level for CST in mathematics, grades eight through eleven. In this case, a test weight of 0.10 is used in the calculation instead of a test weight of 0.32 (grade eight) or 0.20 (grades nine through eleven) that is otherwise used for a student record showing the student took a CST in mathematics.

- If "Unknown," "Multiple Marks," or blank for "CST Mathematics Test Taken" is shown on the student record, the content area is included in the API and assigned a weight of 200.
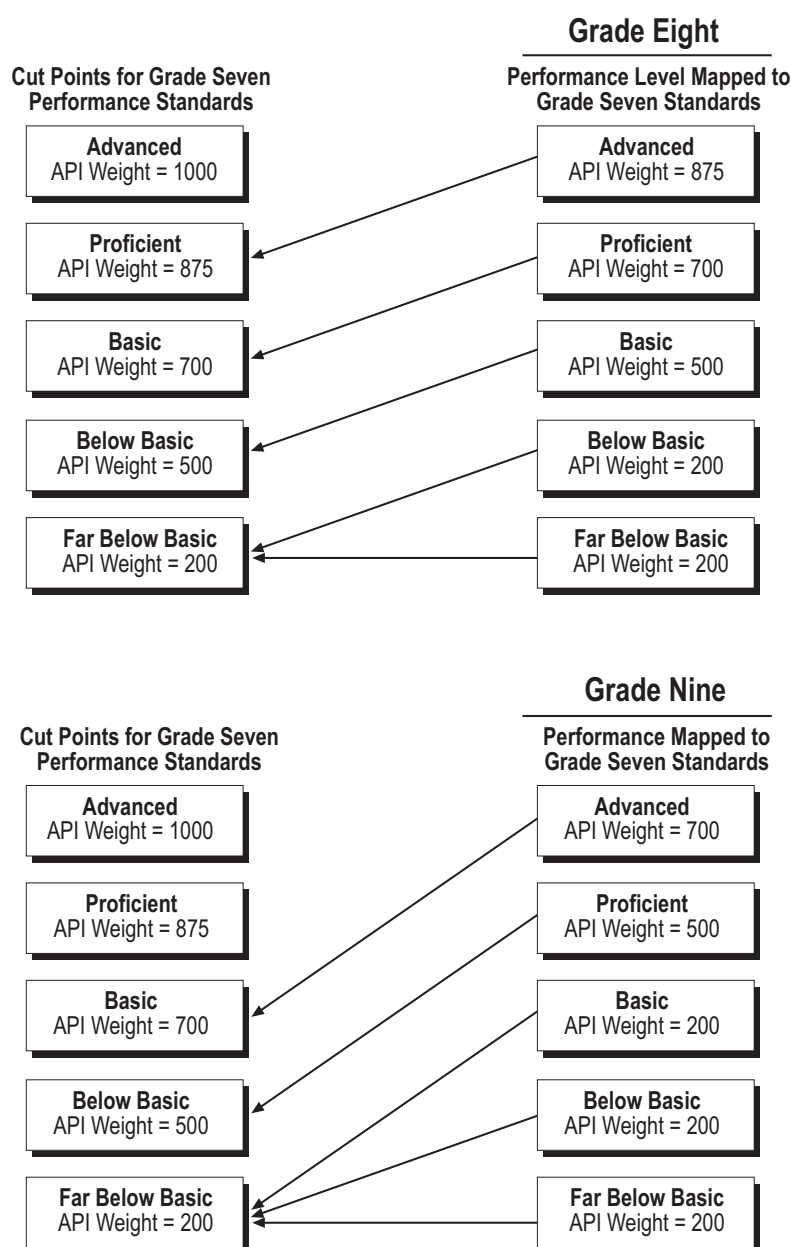
## Rules for CSTs in Science in Grades Nine Through Eleven

- **CST in science:** To account for students in grades nine through eleven who take no CST in science, a 200 is assigned for the performance level weight for any student record without a performance level for any CST in science for grades nine through eleven, which includes the end-of-course CST in science in grades nine through eleven or the CST in life science in grade ten. In this case, a test weight of 0.05 is used in the end-of-course CST in science part of the API calculation instead of a test weight of 0.22 (CST in science, grades nine through eleven) that is otherwise used for a student record showing the student took a CST in science. For students in grade ten, taking the CST in life science fulfills the requirement of taking a CST in science in grades nine through eleven.

- If "Unknown," "Multiple Marks," or blank for "CST Science Test Taken" is shown on the student record, the content area is included in the API and assigned a weight of 200.

# California General Mathematics Standards Test Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on state content standards for grades six and seven. To adjust for the difference in grade-level standards, the API performance level weights for results from the CST in general mathematics were calculated by mapping grades eight and nine performance levels on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

## California General Mathematics Standards Test

## Grades Eight and Nine Performance Levels Mapped to Grade Seven Performance Standards With Corresponding API Weights

### Grade Eight

**Cut Points for Grade Seven Performance Standards**

**Advanced** API Weight = 1000

**Proficient** API Weight = 875

**Basic** API Weight = 700

**Below Basic** API Weight = 500

**Far Below Basic** API Weight = 200

**Performance Level Mapped to Grade Seven Standards**

**Advanced** API Weight = 875

**Proficient** API Weight = 700

**Basic** API Weight = 500

**Below Basic** API Weight = 200

**Far Below Basic** API Weight = 200

### Grade Nine

**Cut Points for Grade Seven Performance Standards**

**Advanced** API Weight = 1000

**Proficient** API Weight = 875

**Basic** API Weight = 700

**Below Basic** API Weight = 500

**Far Below Basic** API Weight = 200

**Performance Mapped to Grade Seven Standards**

**Advanced** API Weight = 700

**Proficient** API Weight = 500

**Basic** API Weight = 200

**Below Basic** API Weight = 200

**Far Below Basic** API Weight = 200

# API Research Reports

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also calls for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG). The TDG is comprised of educational measurement specialists from universities, research organizations, and local educational agencies who provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index and the 1999 Base Year Academic Performance Index (API).*

## Guiding Principles of the API

The API Framework contains guiding principles for the creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. "Given the high-stakes nature of the API, the many well-meaning educators, parents and guardians, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year." To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives. The API Framework is located on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/index.asp.

## API Research Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/researchreports.asp.

# Valid API Criteria

## API Regulations for Determining a Valid API

The *California Code of Regulations*, Title 5, summary provided in this section reflects key regulations related to the Academic Performance Index (API). These regulations were adopted by the State Board of Education in November 2001.

| Summary of Selected Subsections of Section 1032 *California Code of Regulations,* Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7 | | Number of Years Invalid API |
|---|---|---|
| Section 1032 (d) | In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances: | |
| | (1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested. | 2 |
| | (2) The local educational agency notifies the department that the API is not representative of the pupil population at the school. | 2 |
| | (3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable. | 1 |
| | (4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent). | 2 |
| | (5) In any content area tested pursuant to *Education Code* sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent). | 2 |
| | (6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized. | — |

# *Education Code* Requirements for Determining a Valid API

In addition to state regulations, California's *Education Code* also contains requirements about what constitutes a valid API.

## *Education Code* Section 52052 (f) (2)

A school shall annually receive an API score, unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the school's API score are not representative of the pupil population at the school.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The California Department of Education discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.

# California Department of Education Contacts and Related Internet Sites

| Topics | Contact Offices | Web Sites |
|---|---|---|
| PSAA and NCLB Title I Accountability | Policy and Evaluation Division<br>(916) 319-0869<br>psaa@cde.ca.gov | http://www.cde.ca.gov/ta/ac/pa/ |
| • NCLB Title I Accountability requirements, AYP Appeals, and Accountability Workbook | Evaluation, Research, and Analysis Unit<br>(916) 319-0875<br>evaluation@cde.ca.gov | http://www.cde.ca.gov/ta/ac/ay/<br><br>http://www.cde.ca.gov/nclb/sr/sa/wb.asp |
| • API and AYP Calculation | Academic Accountability Unit<br>(916) 319-0863<br>aau@cde.ca.gov | http://www.cde.ca.gov/ta/ac/ap/<br><br>http://www.cde.ca.gov/ta/ac/ay/ |
| NCLB Title I, and Program Improvement (PI)<br>• NCLB Requirements for Program Improvement | School and District Accountability Division<br><br>Title I Policy and Accountability Office<br>(916) 319-0854<br>pi@cde.ca.gov | http://www.cde.ca.gov/nclb/<br><br>http://www.cde.ca.gov/ta/ac/ti/programimprov.asp |
| • Technical Assistance for PI LEAs and Schools | District and School Program Coordination<br>(916) 319-0833<br>dspcunit@cde.ca.gov | http://www.cde.ca.gov/sp/sw/rt/ |
| NCLB Title III Accountability | Language Policy and Leadership Office<br>(916) 319-0845<br>amao@cde.ca.gov | http://www.cde.ca.gov/sp/el/t3/acct.asp |
| Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data | Educational Demographics Unit<br>(916) 327-0219<br>eddemo@cde.ca.gov | http://dq.cde.ca.gov/dataquest/<br><br>http://www.cde.ca.gov/ds/si/ds/certpolicy.asp |
| Statewide Assessments | Standards and Assessment Division<br>(916) 445-9441 | http://www.cde.ca.gov/ta/tg/ |
| • STAR Program – CST, CAT/6 Survey, and CAPA | Standardized Testing and Reporting (STAR) Program Office<br>(916) 445-8765<br>star@cde.ca.gov | http://www.cde.ca.gov/ta/tg/sr/<br><br>http://www.cde.ca.gov/ta/tg/sr/capa.asp |
| • CAHSEE | High School Exit Examination Office<br>(916) 445-9449<br>cahsee@cde.ca.gov | http://www.cde.ca.gov/ta/tg/hs/ |

# California Department of Education Contacts and Related Internet Sites
## (continued)

| Topics | Contact Offices | Web Sites |
|---|---|---|
| Low Performing Schools | School Improvement Division (916) 319-0830 | http://www.cde.ca.gov/ta/lp/ |
| • High Priority Schools Grant Program (HPSG) | High Priority Schools Office (916) 324-3236 | http://www.cde.ca.gov/ta/lp/hp/ |
| • Immediate Intervention/Underperforming Schools Program (II/USP) | | http://www.cde.ca.gov/ta/lp/iu/ |
| • Comprehensive School Reform (CSR) | | http://www.cde.ca.gov/ta/lp/cs/ |
| • School Assistance and Intervention Teams (SAIT) | Intervention Assistance Office (1) Judy Sinclair (916) 324-3350 (2) Cathryn Huser (916) 319-0236 | http://www.cde.ca.gov/ta/lp/sm/ |
| API Awards Programs | Policy and Evaluation Division Awards Unit (916) 319-0866 awards@cde.ca.gov | http://www.cde.ca.gov/ta/ac/pa/awards.asp |
| Alternative Accountability System, Alternative Schools Accountability Model (ASAM) | Secondary, Postsecondary and Adult Leadership Division Educational Options Office (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Rose Loyola) RLoyola@cde.ca.gov | http://www.cde.ca.gov/ta/ac/am/ |
| Special Education Programmatic Issues Related to Assessment | Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628 | http://www.cde.ca.gov/sp/se/ |
| Charter Schools Issues | Charter Schools Division (916) 322-6029 charters@cde.ca.gov | http://www.cde.ca.gov/sp/cs/ |

# Glossary of Terms and Acronyms

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| **Additional Indicator** | The federal NCLB Act of 2001 requires that each state adopt an additional indicator for AYP that is in addition to the mandatory indicators of percent proficient (AMOs), participation rates, and graduation rates for schools that enroll high school students. California has chosen to use the API as the additional indicator. The API criteria for federal AYP requirements are different from the API criteria for state requirements. (Also see "API.") |
| **AMAOs** | Annual Measurable Achievement Objectives (AMAOs) are performance objectives, or targets, that LEAs receiving NCLB Act Title III subgrants must meet each year for its English learners. All LEAs receiving a Title III subgrant are required to meet two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT). |
| **AMOs** | The Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments in ELA and mathematics used for calculating AYP under Title I requirements of the federal NCLB Act. The AMOs increase so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above. |
| **API** | The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of public schools. The API also functions as an additional indicator for AYP, but the federal AYP target requirements for the API are different from the state target requirements. |
| **APR** | The CDE reports both state API and federal AYP results under the general heading of "Accountability Progress Reporting" (APR). The 2006–07 APR includes the 2006 Base API Report, released in March 2007, and the 2006 Growth API Report, 2007 AYP Report, and 2007–08 Program Improvement (PI) Report, all of which are released in August 2007. |
| **ASAM** | Schools in the Alternative Schools Accountability Model (ASAM) include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). ASAM schools must apply for ASAM status. The ASAM is a state-only alternative to the API and is not used in meeting federal AYP requirements. |

| **AYP** | Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their Adequate Yearly Progress (AYP) toward the federal goal that all students perform at the proficient or above level in English-language arts (ELA) and mathematics by 2014. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as an additional indicator, and graduation rate (if applicable). |
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| **CAHSEE** | Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. There are two parts to the CAHSEE: ELA and mathematics. The CAHSEE is included in API and AYP calculations. |
| **CAPA** | The California Alternate Performance Assessment (CAPA), part of the STAR Program, is an alternate assessment for students with significant cognitive disabilities who cannot participate in the CSTs, even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA in ELA and mathematics is included in API and AYP calculations. |
| **CAT/6 Survey** | As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the SBE is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics and is not aligned with California content standards. The CAT/6 Survey is included in API calculations. |
| **CBEDS** | The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day." |
| **CDE** | The California Department of Education (CDE) is the state agency that oversees California's public school system. |
| **CSR Program** | The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. The purpose of the CSR Program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientific research and effective practices. |

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| **CST** | The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA (including student writing in grades four and seven), mathematics, science, and history-social science are used in the API. The CSTs in ELA and mathematics are used in AYP calculations. The CSTs are aligned to state-adopted content standards that describe what students should know and be able to do in each grade and subject tested. |
| **Direct-Funded Charter Schools** | A direct-funded charter school is an LEA but is considered a school (rather than an LEA) for API and AYP reporting purposes. |
| **ED** | The United States Department of Education (ED) is the agency that administers federal education programs, including the requirements of the NCLB Act of 2001. |
| **EL** | An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the Home Language Survey. |
| **ELA** | This item refers to the content area of English-language arts (ELA). |
| **Grade or Grade Level** | "Grade" or "grade level" refers to the grade level in which a student is enrolled. The "test grade level" is the grade level of the test taken by a student. |
| **Graduation Rate** | NCLB requires that a graduation rate be used for AYP as an indicator for all schools and LEAs that enroll high school students. A four-year completion rate is used as the calculation of the graduation rate for AYP reports. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. |
| **HPSGP** | The High Priority Schools Grant Program (HPSGP) provides assistance to the lowest performing schools (API state ranks 1–5) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school's progress. |
| **II/USP** | The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school's progress. |

| **LEA** | A local educational agency (LEA) is a term used to designate a school district or county office of education. A direct-funded charter school is considered an LEA under state and federal law, but is treated as a school for API and AYP purposes. |
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| **LEP** | A limited-English-proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student also is referred to as an English learner (EL). |
| **NCLB** | The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic content standards for proficiency in ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. |

**Numerically Significant Subgroups**

Numerical significance refers to subgroups in schools or LEAs with 100 or more students enrolled or tested **or** 50 or more students enrolled or tested who make up at least 15 percent of all students. Subgroups include the following groups for API and AYP:

- African American or Black (not of Hispanic Origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic Origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

RFEPs are not counted in determining numerical significance for the EL subgroup. Also, a subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information.

**Participation Rate**

The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of its students in every content area to have a valid API. In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

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| **PI** | Program Improvement (PI) is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years in specific areas. Title I funds are federal funds provided under the NCLB Act of 2001. There are required services and/or interventions that schools and LEAs must implement during each year they are in PI. A school will exit PI when it makes AYP for each of two consecutive years. |
| **PSAA** | The Public Schools Accountability Act (PSAA) of 1999 established California's state accountability system requirements. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve non-traditional student populations (the Alternative Schools Accountability Model or ASAM). Currently, the state budget does not include funding for the awards program. |
| **QEIA** | On September 29, 2006, the Governor signed Senate Bill (SB) 1133 (Chapter 751 of 2006). The legislation established the Quality Education Investment Act (QEIA) of 2006. The QEIA provides approximately $3 billion which authorized school districts and other local educational agencies to apply for funding for elementary, secondary and charter schools that are ranked in either decile 1 or 2 as determined by the 2005 Base API. |
| **RFEP** | A reclassified fluent-English-proficient (RFEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English-proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA. |
| **SBE** | The California State Board of Education (SBE) is the policy-determining body of the CDE. The SBE sets kindergarten through grade twelve education policy in the areas of standards, curriculum, instructional materials, assessment, and accountability. |
| **STAR** | The Standardized Testing and Reporting (STAR) Program is California's primary statewide testing program. The current STAR Program has five components: the CAT/6 Survey; the CSTs; the Standards-based Tests in Spanish (STS); the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3); and the CAPA, an assessment related to the California content standards that is designed to assess the performance of students with significant cognitive disabilities. |

| **Title I School** | A Title I school receives federal Title I funds. Title I, Part A, of the NCLB Act of 2001 is the largest federal program supporting elementary and secondary education. This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state content standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. Title I schools that do not make AYP may face NCLB corrective actions. |
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| **Title III** | Title III of the NCLB provides supplemental funding to LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III accountability includes two annual measurable achievement objectives (AMAOs) for increasing the percentage of ELs who are developing and attaining English proficiency and a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level. |